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Victor Leander Roy, Louisiana Educator.

Douglas Calvin Westbrook

Louisiana State University and Agricultural & Mechanical College

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VICTOR LEANDER ROY, LOUISIANA EDUCATOR.

Louisiana State University and Agricultural
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VICTOR LEANDER ROY, LOUISIANA EDUCATOR

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Education

by

Douglas Calvin Westbrook

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ABSTRACT

The purpose of this study was to compile in one volume the important contributions of Victor Leander Roy to education in Louisiana. He was born in 1871 and went to the public schools of his parish at a time when the entire southern part of the nation was recovering from the devastation of the Civil War. When he began his professional work, the general public was not vitally interested in education. To men like Mr. Roy and other of his colleagues fell the important task of selling the public on the benefits of education.

As an educator, Mr. Roy had experience in most facets of school work: he was a classroom teacher in a private school, an instructor in college, the principal of a secondary school, the superintendent of a parish school system, and president of a state college.

Mr. Roy was responsible for bringing many worthwhile innovative activities into the schools with which he was associated. The two activities which brought the most satisfaction to him were (1) the initiation of the Boys' Corn Club Movement in Avoyelles Parish and Louisiana, and (2) the raising of the standards of the Louisiana State Normal School from an academy to a four-year, degree granting institution.

From the year 1890 until 1936, Mr. Roy was actively engaged in educational endeavors. Because of men like Mr. Roy, the educational system of Louisiana grew from rather shaky foundations during the last part of the nineteenth century, to a state institution. Because of his resourcefulness, his practical nature, his intellectual ability, his desire for improvement, and his courage, it can be stated that Mr. Roy was truly a Louisiana educator.

CHAPTER I

THE EARLY LIFE AND SCHOOLING OF VICTOR LEANDER ROY

DERIVATION OF THE NAME, ROY

The name Roy came into popular usage after the seventeenth century. During the eleventh, twelfth, thirteenth, and fourteenth centuries in Europe, great pilgrimages were undertaken on foot, for very long distances. People traveled in large numbers for the purposes of fellowship and protection. It was the custom for such groups of people to pay a certain deference in honor to the person who first sighted the point of destination of the pilgrimage. Everyone was so anxious to sight the point that they began to rush forward as they sensed the point was near. When the point was sighted the victor would shout, "le roy!" meaning, I have sighted. Because there were so many pilgrimages, this term was used often. If a person named Louis sighted the point he would shout, "Louis, le roy!" Likewise, if a man named V. L. sighted the point he would shout, "V. L., le roy!"

It seems that one particular family group had sons who were fleet runners and had excellent vision. These sons always sighted the destination first. Since there were no family names as such at that time, this family soon came to

be known as the Roy family.¹

ANCESTRY

The family known by the name Roy came to Louisiana from St. Vallier, Acadia, in Canada, about 1770. After their arrival, livestock raising became a livelihood in the Attakapas and Opelousas area and in St. Landry Parish. The Acadians selected symbols for branding their cattle, as did their forefathers of French and French-Canadian descent.² A sketch of the brand registered by Joseph Roy, Senior, August 12, 1826 appears on page three.³

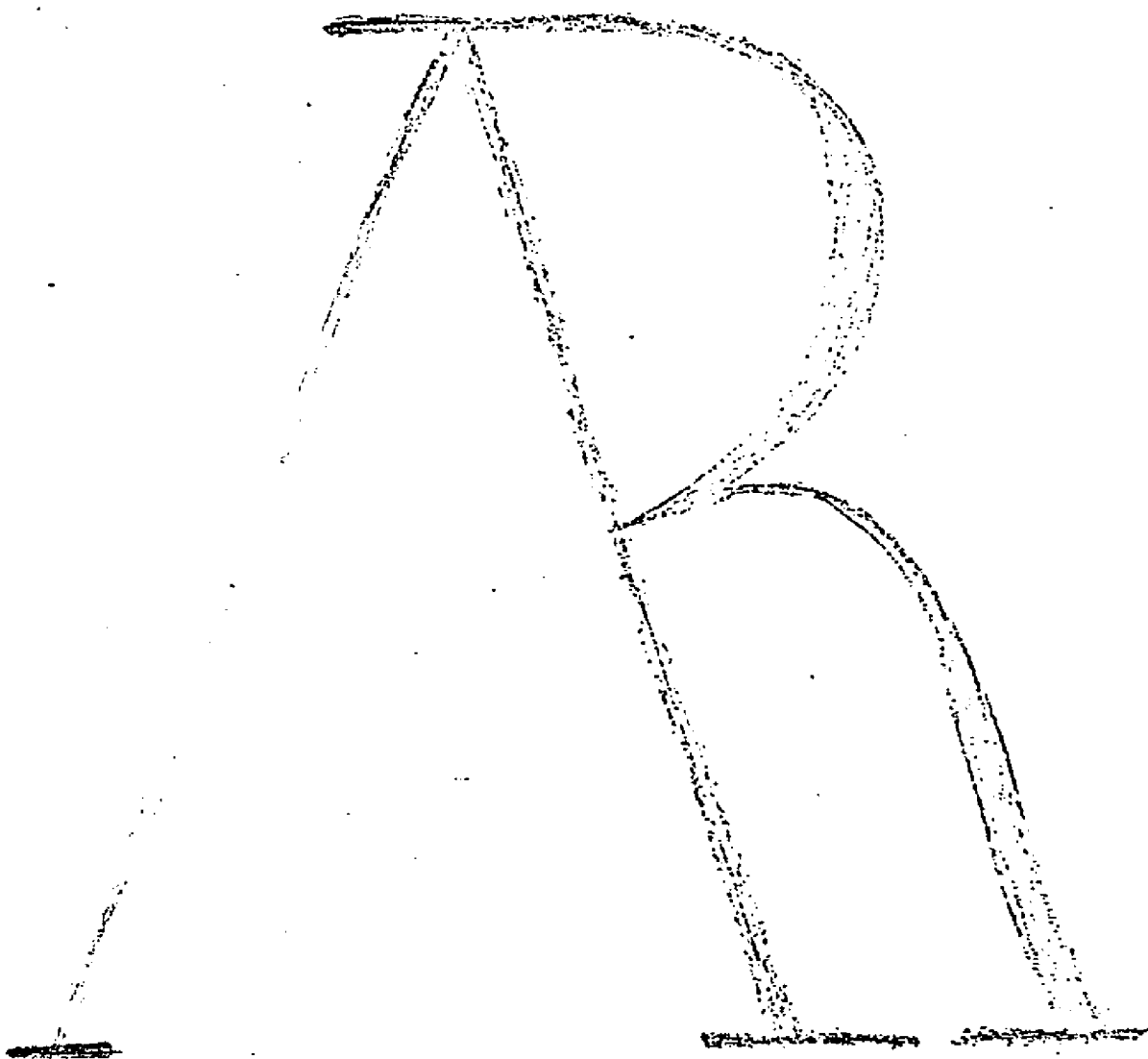
The Joseph Roy just mentioned came from Canada and settled in Avoyelles Parish. He married Catherine Gueho, January 29, 1771. To this union was born Joseph Roy, Junior, in May, 1775. This father and son purchased their land at the same time. Joseph Roy, Senior, bought 161.41 acres of section 115, range 4E, township 6S, on March 3, 1807. Joseph Roy, Junior, purchased 2.1 acres of section 116, township 6S, range 4E, on March 3, 1807.⁴

¹Interview with Francois Mignon, Melrose Plantation. Bermuda, Louisiana, November 25, 1969.

²Bona Arsenault. History of the Acadians (Quebec: Conseil de la vie francaise en Amerique, 1966). p. 40.

³The Attakapas - Opelousas Brand Book (Lafayette: Archives of University of Southwestern Louisiana), p. 125.

⁴Opelousas District Tract Book 8a (Baton Rouge: State Land Office), p. 126.



BRAND FOR JOSEPH ROY, REGISTERED AUGUST 12, 1826

April 30, 1970

PEDIGREE CH

DATE
Douglas C. Westbrook
NAME OF PERSON SUBMITTING CHART
3650 Nicholson Drive, Apt. 1166
STREET ADDRESS
Baton Rouge, Louisiana
CITY STATE

NO. 1 ON THIS CHART IS
THE SAME PERSON AS NO. _____

ON CHART NO. _____

1 Victor Leander Roy
BORN 6/18/1871
WHERE Mansura, La.
WHEN MARRIED 8/6/1896
DIED 9/7/1968
WHERE Baton Rouge, La.

NAME OF HUSBAND OR WIFE
Josephine Sanford

GIVE HERE NAME OF RECORD OR
BOOK WHERE THIS INFORMATION
WAS OBTAINED. REFER TO NAMES
BY NUMBER.

2 Leandre Francois Roy
BORN 10/5/1827
WHERE Mansura
WHEN MARRIED 6/10/1851
DIED 11/1878
WHERE Mansura

3 Adelaide Cailleteau
BORN 1834
WHERE Marksville
DIED
WHERE

4 Francois Roy
BORN 1811
WHERE Mansura
WHEN MARRIED 8/13/18
DIED 11/26/1861
WHERE Mansura

5 Marie Ducote
BORN
WHERE
DIED
WHERE

6 Eugene Cailleteau
BORN 1799
WHERE St. Prix, Fra
WHEN MARRIED 1832
DIED
WHERE

7 Irene Broutin Barb
BORN 1798
WHERE Natchez, Miss
DIED
WHERE

PEDIGREE CHART

Francois Roy

BORN 1811
WHERE Mansura
WHEN MARRIED 8/13/1824
DIED 11/26/1861
WHERE Mansura

Marie Ducote

BORN
WHERE
DIED
WHERE

Eugene Cailleteau

BORN 1799
WHERE St. Prix, France
WHEN MARRIED 1832
DIED
WHERE

Irene Broutin Barbin

BORN 1798
WHERE Natchez, Miss.
DIED
WHERE

8 Joseph Roy, Jr.

BORN 5/14/1775
WHERE Pointe Coupee
WHEN MARRIED 1806

9 Marie Ann Bordelon

BORN 4/12/1774
WHERE Pointe Coupee
DIED
WHERE

10 Jean Pierre Ducote

BORN
WHERE
WHEN MARRIED

11 Elize LaBorde

BORN
WHERE
DIED
WHERE

12

BORN
WHERE
WHEN MARRIED
DIED
WHERE

13

BORN
WHERE
DIED
WHERE

14 Ignac Francois Broutin

BORN
WHERE Natchez, Miss.
WHEN MARRIED 1729

15

DIED
WHERE
DIED
WHERE
Marie Lamaire

16 Joseph Roy, Sr. CHART NO. _____

ABOVE NAME CONTINUED ON CHART

St.Vallier, Canada

17 Catherine Gueho (m.1/29/1771)

ABOVE NAME CONTINUED ON CHART

18 Pierre Bordelon

ABOVE NAME CONTINUED ON CHART

19 Adelayde LaCour

ABOVE NAME CONTINUED ON CHART

20

ABOVE NAME CONTINUED ON CHART

21

ABOVE NAME CONTINUED ON CHART

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ABOVE NAME CONTINUED ON CHART

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ABOVE NAME CONTINUED ON CHART

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ABOVE NAME CONTINUED ON CHART

25

ABOVE NAME CONTINUED ON CHART

26

ABOVE NAME CONTINUED ON CHART

27

ABOVE NAME CONTINUED ON CHART

28

Pierre Broutin (BaFree, France)

ABOVE NAME CONTINUED ON CHART

29

Michele Lamarre (BaFree, France)

ABOVE NAME CONTINUED ON CHART

30

Pierre Lamaire (Paris)

ABOVE NAME CONTINUED ON CHART

31

Marguerite Lamotte (Paris)

ABOVE NAME CONTINUED ON CHART

The Pedigree Sheet on page 4 traces the genealogy of Victor Leander Roy. To Joseph Roy, Senior, was born Joseph Roy, Junior, and other siblings; to Joseph Roy, Junior, was born Leandre' Francois Roy and other children; to Leandre' Francois Roy was born Victor Leander Roy.

Victor Leander Roy was born in the little village of Mansura, Avoyelles Parish, Louisiana, on June 18th, 1871. His parents were Leandre' Francois Roy and Adelina Cailleteau. Mr. Roy, Sr., was the owner of a general store in Mansura.

The maternal grandparents to Mr. Roy were Eugene Cailleteau and Irene Broutin. The first marriage of Irene was to Louis James Barbin, judge in Marksville in 1826. After the death of Mr. Barbin, Irene married Eugene Cailleteau and the following children were born to them; Adeline (V. L.'s Mother) Claire, Rosa, Arthur, Alcide, and Louisia.

Eugene Cailleteau from St. Prix, France was commissioned to be overseer of a large tract of land in Avoyelles Parish in 1799, by Charles X, King of France. He arrived in Avoyelles on December 18, 1827. Eugene had the title "Lord of St. Prix in the Department of Ardenne." This, of course, was a great honor.⁵

⁵Corine L. Saucier, History of Avoyelles Parish, Louisiana (New Orleans: Pelican Publishing C., 1943) p.204.

When Mr. Roy was a child in Mansura, it was not the thriving town that it now is, with its electricity, water-works, gas paved streets, railroads, movie theatre, automobiles, buses, radio, and television. It was a community of about one hundred inhabitants, eking out a bare existence. The mail carrier came once a week along muddy or dusty roads as the case might be. The people were not to have the luxury of ice for many years to come. The village church, the half-dozen stores (each with its bar room) and the scattered farms, were the strength of the community. The Roy family was a member of a "bousherie d'habitant" (village slaughter house) which supplied them with beef once a week. Drinking water came from underground cisterns, while water for live stock came from dug wells.⁶

In the writings of Mr. Roy he described one of his unpleasant childhood experiences:

The era of the Yellow Fever Epidemic is still vivid in my memory. In those days of the 70's and 80's science had not yet revealed that the anopheles mosquito was the carrier of the yellow fever germ. Besides persons suffering from the disease, it was believed that clothing was the chief means of transmission. Therefore, all travel was suspended. Men organized quarantines to

6

V. L. Roy, Sr., Personal papers loaned to the writer by V. L. Roy, Jr., p.1.

keep outsiders out and established shot-gun guards at all roads leading into town, keeping night and day vigils. Residents padlocked their front gates and the epidemic numbered its fatalities in the surrounding country by the hundreds and in the state by the thousands. The precautionary measures taken by the simple folk kept the dread disease out of Mansura.⁷

EARLY EDUCATION

In the 1870's each community provided a building for education because there were no public school facilities. In Mansura the school moved each year from one building to another, usually using abandoned saloons. Sometimes children attended public school for four or five months yearly, and private school (pay tuition) for three or four months.⁸

Mr. Roy's first teachers were "old (vieux) man" Brideau and his daughter. Mr. Brideau was a well-educated native of France.⁹

The building where classes were held was an old store with a dirt floor. Beside the long tables or counters at which the pupils sat, the only furniture was the home-made desks and chairs which each pupil might provide. There were no blackboards, charts, maps, globes, or any other teaching aids.¹⁰

The beginning pupils brought their McGuffey Readers

⁷Ibid., p. 3.

⁸Ibid., p. 4.

⁹Ibid.

¹⁰Ibid., p. 8.

to school. When they had advanced to the third reader they had to provide an arithmetic book. Geography was a subject that came later. Not many of these pupils ever reached a study of United States history.¹¹

Another teacher of Mr. Roy's was a gentleman by the name of Henry B. Waddill. He was a maternal uncle of Senator John H. Overton. Mr. Waddill usually boarded at the Roy home and Victor discovered Mr. Waddill's favorite past-time was to sit in a large rocking chair on the front gallery and read Virgils' "Aeneid" and Zenophon's "Anabasis" in the original.¹²

The last public school session that Victor attended was taught by Mr. Albert Baillio. In spite of his "too frequent imbibing and tobacco chewing during school hours,"¹³ he was esteemed and respected by his students. Mr. Roy was enrolled in his classes in 1885. Algebra and physical geography had come easily, but geometry was a different matter. This phase of the mathematical field had always presented problems to him; therefore, he studied geometry constantly.

¹¹Ibid.

¹²Ibid., p. 7.

¹³Ibid., p. 8.

¹⁴Ibid.

Victor was embarrassed because of his difficulty with geometry, especially since people over the parish were beginning to refer to him as "that brilliant young chap in Mansura."¹⁵ He was fourteen years of age at that time.

Mr. Baillio followed the proceedings of the Louisiana legislature, which passed an act in 1886, establishing beneficiary scholarships at Louisiana State University.¹⁶ The Avoyelles Parish Police Jury passed the resolution necessary to implement the Legislative Act. Under the terms of the resolution each contestant should take a competitive examination to be held October 4, 1886. Mr. Roy and a young fellow named Turner from Evergreen registered to take the examination. Turner was an advanced student and had received much widespread fame. However, Turner did not appear for the examination and Mr. Roy was awarded the scholarship.¹⁷

HIGHER EDUCATION

The scholarship paid expenses in exchange for his carrying coal for four long years from the coal shed (near the place where the Capitol Annex building now stands) to

¹⁵House Bill No. 235. Official Journal of the House of Representatives of the State of Louisiana 1886, p. 313.

¹⁶Ibid.

¹⁷Roy, op. cit., p. 11.

the barracks in which the men students were housed.

Mr. Roy described some of his early experiences:

Riding on the train from Bunkie to Port Allen, spending the night in the magnificent Mayer Hotel (no longer in operation), standing the examination administered by Tom Boyd (then professor of English and later President Thomas D. Boyd of honored memory)--all of these experiences had loosened the tight compartments of my brain, and I was a new man, just past 15 years of age. Geometry was no longer an indecipherable maze of enigmatic points, lines, and angles, but a pleasant woodland to explore. I led the class that year in Algebra and geometry.¹⁸

The four years during which Mr. Roy attended the University were economically difficult days. The faculty had nine members and the enrollment when he entered (1886) was sixty-nine. One of the provisions of the Louisiana Constitution of 1879 prohibited the legislature from making annual appropriations to the school of more than \$10,000. This amount was inadequate for normal college operation.¹⁹

On July 4, 1890, V. L. Roy graduated from the University as First Lieutenant in Company A. He was awarded the Bachelor of Science degree and was presented the faculty medal for achieving the highest scholastic average for his junior and senior years.²⁰

¹⁸Ibid., p. 12

¹⁹Ibid.

²⁰Ibid., p. 12.

CHAPTER II

MR. ROY'S PROFESSIONAL LIFE BETWEEN 1890 AND 1904

FIRST TEACHING EXPERIENCE

After graduating from Louisiana State University and Agricultural and Mechanical College in July, 1890, Mr. Roy began teaching in his home town of Mansura. The people who had made it possible for him to attend four years of college were to be recipients of his teaching services. This decision by Mr. Roy was evidence of his feeling of gratitude toward the Avoyelles Parish Police Jury and to the people of the parish for helping him receive an education.¹

When Mr. Roy was interviewed by a reporter from the Baton Rouge State Times, he described his first teaching experience:

I promptly landed a teaching job in Mansura. Paid the sum of \$50 a month; my duties included teaching all elementary and high school subjects then offered to some half-a-hundred pupils of varying ages.²

The school at Mansura in which Mr. Roy taught was private. Some statistics for Avoyelles Parish and for the state as a whole presented a graphic picture of the educa-

¹ Arthur Folse, "Victor L. Roy Believes Three R's Still Most Important to Education," State Times Profiles, March 23, 1955, p. 4-C.

² Ibid.

tional scene. Table I represents statistics for the parish; Table II represents the statistics for the state.

TEACHING IN NEW ORLEANS

Mr. Roy taught one school term in Mansura in 1890-91 and then accepted a position at Southern University in New Orleans. The minutes of the board of trustees of Southern University contained the following reference to Mr. Roy's appointment:

The meeting of the Board of Trustees took place on October 1, 1891. Nominations were announced to be in order for the position of Professor of the mechanical and chemical departments. Mr. V. L. Roy, a resident of Avoyelles Parish and a late graduate of the Mechanical and Agricultural Department of the State University, was elected by eleven votes.³

On motion by J. U. Woods the salary of V. L. Roy was fixed at \$125.00 per month, on a twelve month basis. The president of Southern University was H. A. Hill.⁴

Mr. Roy boarded at the home of Mrs. C. B. Buddecke, 169 Washington Street in New Orleans for two years. He paid \$25.00 per month for room and board.⁵

³ Minutes of the Board of Trustees (Southern University, New Orleans, October, 1880-1908), p. 150.

⁴ Ibid.

⁵ V. L. Roy, "Personal Diary, 1893," p. 3.

TABLE I

PARISH OF AVOYELLES

Statistical Report of Superintendent for 1890*

Number of schools in the parish, white	35		
Number of schools in the parish, colored	<u>21</u>		
Total number of schools.....			<u>56</u>
Number of pupils enrolled, white males	832		
Number of pupils enrolled, white females	639---	1,471	
Number of pupils enrolled, colored males	627		
Number of pupils enrolled, colored females	558---	1,185	
Total number of pupils enrolled, white and colored			<u>2,656</u>
Average attendance, white.....	1,345		
Average attendance, colored	<u>1,125</u>		
Total average attendance, white and colored			<u>2,470</u>
Number of teachers employed, white males	23		
Number of teachers employed, white females	12---	35	
Number of teachers employed, colored males	18		
Number of teachers employed, colored females	3---	21	
Total number of teachers employed, white and colored			<u>56</u>
Average salary, per month, white males	\$35.74		
Average salary, per month, white females	34.99		
Average salary, per month, colored males	20.00		
Average salary, per month, colored females	<u>20.00</u>		

TABLE I (Continued)

Length of schools, in months, white	5
Length of schools, in months, colored	5
Length of daily sessions in hours, white	6
Length of daily sessions in hours, colored	<u>6</u>
Number of private schools, white	6
Number of private schools, colored	----
Number of teachers, white	8
Number of teachers, colored	----
Number of pupils, white	170
Number of pupils, colored	----

Total number of pupils in public and private schools

Text books--Miscellaneous

2,826

W. HALL, Parish Superintendent.

TREASURER'S ANNUAL REPORT

Receipts

To balance on hand December 31, 1889	\$167.73
To receipts since--Current school fund	3,705.99
Poll tax	2,437.20
Police jury tax	-----
Corporation tax	-----
Rent of school lands	-----
From ex-Treasurers	-----
Interest on 16th sections	808.74
Donations or other sources	-----
Total receipts	<u> </u>

\$7,119.66

TABLE I (Continued)

DISBURSEMENTS

Teachers' pay	\$6,455.80
Rents, repairs, furniture, etc.	-----
Porter's salaries	-----
Secretary's salary	-----
Superintendent's salary	189.33
Treasurer's commission) 181.83
Assessor's commission) ---- 121.86
Building school houses	-----
Incidentals	<u>95.15</u>
Total disbursements	<u>7,043.97</u>
To balance on hand	\$75.69

L. Barbin, Treasurer of School Fund

*Louisiana State Department of Education, Biennial Report of the State Superintendent of Public Education 1890-91, New Orleans: E. P. Brandos, Printer, 1892, p. 155.

TABLE II

STATE OF LOUISIANA

Statistical Report of State Superintendent of Public Education for 1890*

Number of schools in the State, white	1,539	
Number of schools in the State, colored	<u>751</u>	
Total number of schools		2,290
Number of pupils enrolled, white males	36,152	
Number of pupils enrolled, white females	34,430	
Number of pupils enrolled, colored males	24,415	
Number of pupils enrolled, colored females	<u>25,256</u>	
Total number of pupils enrolled, white and colored		120,253
Average attendance, white	50,891	
Average attendance, colored	<u>36,645</u>	
Total average attendance, white and colored		87,536
Number of teachers employed, white males	696	
Number of teachers employed, white females	1,179	
Number of teachers employed, colored males	500	
Number of teachers employed, colored females	<u>301</u>	
Total number of teachers employed, white and colored		2,676
Average salary, per month, white males	\$38.20	
Average salary, per month, white females	32.18	
Average salary, per month, colored males	28.98	
Average salary, per month, colored females	<u>26.24</u>	

TABLE II (Continued)

Length of schools, in months, white	5.12
Length of schools, in months, colored	4.90
Length of daily sessions in hours, white	6
Length of daily sessions in hours, colored	6
Number of private schools reported, white	<u>277</u>
Number of private schools reported, colored	64
Number of teachers, white	439
Number of teachers, colored	76
Number of pupils, white	8,948
Number of teachers, colored	<u>2,148</u>

Total number of pupils reported in public and private schools
Text-books--Miscellaneous

131,349

CONDENSED FINANCIAL STATEMENT OF THE STATE OF
LOUISIANA FOR 1890

Receipts

To balance on hand December 31, 1889	\$138,368.19
To receipts since--Current school fund.....	156,735.77
Poll tax	99,206.41
Police jury tax	101,146.01
Corporation tax	196,203.57
Rent of school lands	8,727.91
From Ex-Treasurers	444.70
Interest on 16th sections	37,593.37
Donations or other sources	31,195.11
Bills payable	<u>181,800.00</u>
Total receipts	\$951,421.04

TABLE II (Continued)

DISBURSEMENTS

Teachers' pay	\$529,246.47	
Rent, repairs, etc.	23,847.46	
Porters' salaries	-----	
Secretary's salary	-----	
Superintendents' salaries	15,499.62	
Treasurers' commission	10,009.81	
Assessors' commissions	8,773.69	
Tax collectors' commission	4,515.63	
Building school houses	46,324.67	
Incidentals	178,900.00	
Bills payable		
Total disbursements		\$817,117.35
To balance on hand		\$134,303.69

*Louisiana State Department of Education, Biennial Report of the State Superintendent of Public Education 1890-91, New Orleans: E. P. Brandos, Printer, 1892, p. 44.

On January 31, 1893, he moved to 768 Prytania St. to board with the William W. Charlton's. W. E. Athens and C. E. Ross also boarded at this address.⁶

In the summer of 1893, Mr. Roy and his sister, Inez Roy, went to the World's Fair in Chicago. He was sent by the University to supervise their booth at the fair. They left New Orleans August 29, 1893, and returned September 28, 1893. They utilized their free time to visit places of interest in the Chicago area.⁷

While Mr. Roy was living in New Orleans and teaching at Southern University, he became interested in religion. He attended services in many protestant churches and discussed his religious convictions with numerous ministers. These discussions were requested by Mr. Roy because he was not affiliated with any protestant church but was considering making such an affiliation.⁸

On October 20, 1893, Mr. Roy was appointed Secretary of the Octavia Street Afternoon Sunday School. The school was organized at that time, but did not begin operation until November 5, 1893.⁹

⁶ V. L. Roy, "Personal Diary, 1893," p. 3.

⁷ Ibid., p. 19.

⁸ Ibid., pp. 42-49.

⁹ Ibid., p. 52.

Mr. Roy's diary of November 8, 1893, described his request to S. M. Robertson for a United States Post Office in Mansura, Louisiana. S. M. Robertson was a Louisiana Congressman.

On April 2, 1893, Mr. Roy met Josie Sanford. Josie was the daughter of Mr. and Mrs. Reuben R. Sanford. The Sanford family had moved from Illinois to New Orleans in 1892.¹⁰

The contents of this diary of 1893 illustrated the nature of Mr. Roy. He was devoted to his teaching duties at Southern University; he was serious about his religious life; he loved to be with people; he had many girl friends; he went to lectures, cultural activities, and social entertainment; he carried on regular correspondence with friends and relatives; he was concerned with conditions in Avoyelles Parish, and he was concerned about the welfare of the State of Louisiana.¹¹

On January 4, 1894, Mr. Roy and T. W. Atkinson wrote to Johns Hopkins University and Harvard University for catalogs. These two young men wanted to enter one of these universities in 1894-95 to pursue a medical career. Mr. Roy sent letters to Professor B. B. Ross, Judge A. V. Coco, Colonel J. W. Nicholson, Colonel S. M. Robertson, and

¹⁰
Ibid., p. 40.

¹¹
Ibid.

Professor J. H. Randolph requesting them to send letters of recommendation to Harvard and Johns Hopkins Universities for him.¹²

A letter from John Hopkins University dated June 15, 1894, informed Mr. Roy that he had been accepted by the university and had been awarded a graduate fellowship. Later he decided not to attend.¹³

On Thursday April 5, 1894, Mr. Roy became a member of the Valence St. Baptist Church. He was baptized on April 8, 1894.¹⁴

The following quotation shows that he was serious about Josie Sanford and his church activities:

Took Josie to the entertainment given by the Sunbeams at church. How I love her I would not dare to describe. But had I such a desire the attempt would be vain. Since Tuesday I have looked with a longing never before known, to this evening when I knew I would be beside her. And after the long, apparently limitless hours of three days had dragged themselves, snail-like into the past, and I stood by her side, then I could feel myself drawn up into a nobler sphere than mine. A sense of happiness filled my soul with unspeakable bliss as even her own presence near had never brought to my heart before. But what makes my joy and happiness most complete is the happy love with which she requited my feelings. The look I bear her, in glances, expressions, I cannot mistake. Tonight she accepted my ring.¹⁵

¹² V. L. Roy, "Personal Diary 1894-1904," p. 2.

¹³ Ibid., p. 23.

¹⁴ Ibid., p. 18.

¹⁵ Ibid., p. 21.

Victor Leander Roy became engaged to Josie Sanford, Friday, May 10, 1894.

Mr. Roy enrolled at the University of Chicago for the summer term, 1894. The semester lasted from July 2, through September 4. He enrolled in organic and general chemistry, and German. His laboratory work was under the supervision of Drs. Curtis and Stiegletz and his German class was taught by Mr. Mullfinger.¹⁶

When Mr. Roy returned to New Orleans and was reunited with Josie, he wrote the following note in his diary:

Called on Josie, the darling girl is dearer than is written in these records. I know it will never be in my power to do for her all that she is deserving of. My engagement to her has changed the course of my life. It was my purpose or intention to attend Johns Hopkins University this 1894-95 school year. My plan was changed completely, for I would have come out without a penny, if not in debt, in two or three years, when the dear girl would be 20 or 23. My present \$1500.00 position would be lost and the country being overrun with able men, my chances of securing another such a situation would have been shadowy.

My present plan is to work diligently for S.U.; devote all leisure time to self-development in chemistry, physics, and math., spend as little as possible, save all I can, look forward to my Friday night dates with Josie, attend church for aesthetic and spiritual pleasures, and ride my wheel for physical exercise.¹⁷

¹⁶

Ibid., p. 28, 29, 30.

¹⁷

Ibid., pp. 36, 37.

At the first meeting of the Southern University faculty, Mr. Roy was nominated to represent the University at the convention of American Agricultural Colleges and Experimental Stations to be held in Washington, D. C. He left New Orleans on November 10, 1894, to go to the convention. While in Washington, Mr. Roy attended most of the meetings and made a special effort to visit many famous places of interest. He returned to New Orleans, November 19, 1894.¹⁸

In December, 1894, Mr. Roy assisted in an initiation ceremony of the Gamma chapter of Kappa Sigma Fraternity in New Orleans. He had become a member of this organization while a student at Louisiana State University in 1887.¹⁹

Mr. Roy became a member of the Free Masons, F and AM, in January, 1895. He received the first degree, January 15; the second degree, February 5; and the third degree, February 19, 1895.²⁰

February 20, 1895, Mr. Roy enrolled at Tulane University to major in chemistry. He was a part-time student at Tulane and at the same time was a full-time instructor

18

Ibid., p. 47.

19

Kappa Sigma program for Seventy-Fifth Anniversary, Baton Rouge, 1962.

20

V. L. Roy, op. cit., p. 53.

at Southern University. Two of his professors at Tulane were Brown Ayres and Douglas Anderson.²¹

Mr. Roy described a significant event in his diary:

Married Josie Tabieth Sanford, August 6, 1896. Took place at Sanford home on Constance and Exposition Blvd. Performed by Rev. D. I. Purser, pastor at Valence St. Baptist Church. Rev. E. F. Aisle, best man, Miss Effie Gregory, Bridesmaid. Those present: Miss May Thorn, T. J. Butler and wife, Turner Butler, Rev. and Mrs. D. I. Purser, Mr. and Mrs. F. C. Gregory. After wedding went to Grand Isle for a wedding trip for eight days. Returned from Grand Isle August 20. Went Aug. 25 to visit in Mansura and Marksville. Returned to N. O. Oct. 1 and S. U. began Oct. 5.²²

In November, 1896, the Tulane Chemical Society was organized. Mr. Roy read a paper that he had written about argon. This was the first paper read to the society. Those present were Professor J. M. Orway, Dr. Jonathon W. Caldwell, Professor L. W. Wilkinson, B. B. Caldwell, and V. L. Roy. Mr. Roy was elected secretary of the society.²³

Mr. Roy accepted the position of principal of the Marksville High School on June 14, 1897.²⁴ His departure from Southern University was described by President H. A. Hill:

During the year there have been no changes in the present corps of teachers except that of Mr. Victor L. Roy who resigned in the month of Oct. 1897, in order to take a much better position in the

²¹Ibid., p. 57.

²²Ibid., p. 78.

²³Ibid., pp. 69, 70.

²⁴Ibid., p. 81.

Parish of Avoyelles. Mr. Roy was a capable and efficient teacher and we parted with him with great regret.²⁵

SECONDARY SCHOOL PRINCIPAL

The Marksville Educational Association hired Mr. Roy on June 15, 1897, to be principal of the newly reorganized Marksville Academy. (This school was also referred to as the Marksville High School.) This school was chartered in 1856, incorporated in 1858,²⁶ and reorganized in 1897.²⁷

Plans for the reorganization of the school were made at the January meeting of the Avoyelles Parish School Board in 1897.

Avoyelles Parish School Board Proceedings, Monday, January 11, 1897. On motion of Mr. Oscar Bordelon, resolved that the resolution adopted by the Marksville Educational Association on the date of Nov. 18, 1893, presented by Judge Wm. Hall, be it received and spread on the minutes that the president of the school board appoint a committee of 3 to confer with the Marksville Educational Association and make sure arrangements as will be necessary to adjust all matters in reference to the Marksville High School, either as to repair or to receive and accept same as property of the school board: The president appointed the following committee: A. D. Lafargue, Louis Saucier, V. Goudeau.²⁸

²⁵ Minutes, Southern University, op. cit., p. 212.

²⁶ Biographical and Historical Memoirs of Northwest Louisiana, op. cit., p. 617.

²⁷ Minutes of the Avoyelles Parish School Board Proceedings, Monday, January 11, 1897, p. 31.

²⁸ Ibid., p. 32.

The following resolution refers to the above matter:

Be it further resolved that in order to establish a high school in the town of Marksville, the school board in the parish of Avoyelles is allowed the use and control of the building, located in the town of Marksville, for a period of six years. Said building to be used for white educable youths.

Be it further resolved that the school board shall be required to keep said building and furniture therein in good order.

Resolved further that should said building be used for any purpose other than stated above, then these resolutions will be null and of no effect.²⁹

Signed A. D. Lafargue,
Secretary of the Avoyelles
Parish School Board

The Marksville Educational Association employed Mr. Roy as principal of the school. The governing board of the Marksville Academy was: A. M. Bordelon, president; S. M. Gardiner, vice-president; A. V. Saucier, L. P. Roy, secretary; and H. V. Couvillion. Also on the board were Arcade Brouillette, W. H. Peterman, and M. Bettevy. The school was an academy for white male students.³⁰

Mr. and Mrs. Roy left New Orleans June 26, 1897, on the river steamer "Valley Queen" and reached Marksville on June 28.³¹ Mr. Roy went to Ruston, July 16 through July 24

²⁹Ibid.

³⁰V. L. Roy, "Personal Diary 1894-1904," p. 96.

³¹Ibid., p. 98.

for the Chautauqua. His purpose in attending the Chautauqua was to obtain teachers for the academy. At the meeting he visited with E. L. Stephens, Col. A. T. Prescott, R. L. Himes, B. C. Caldwell, C. E. Byrd, J. E. Keeny, and T. H. Harris.³²

The Marksville school charged a tuition of \$4.00 a month to the pupils in all grades but later the fee was reduced to \$3.00 for pupils in the elementary grades. Albert J. Dupuy of New Iberia was elementary teacher, H. E. Walker of Ruston had charge of the grammar grades, and Mr. Roy taught all the high school subjects. There were 106 pupils enrolled for the school year 1897-98. (See Table III.)³³

A summer normal school was held at Marksville in 1898. The purpose of this school was to establish harmonious relations between public school authorities and the academy. Classes were held from June 4 to June 30. Instructors were E. L. Stephens, Miss Lucia J. Lawless, Mr. Roy, Henry E. Walker, and Miss Eliza Cross.³⁴

The board re-elected Mr. Roy as principal of the academy for the 1898-99 school year. Faculty members

³² Ibid., p. 99.

³³ Corinne Saucier, History of Avoyelles Parish, Louisiana (New Orleans: Pelican Publishing Co., 1943), p. 77.

³⁴ V. L. Roy, op. cit., p. 101.

TABLE III
STATISTICS OF PRIVATE SCHOOLS IN AVOYELLES
PARISH FOR THE 1897 SCHOOL YEAR*

	Pri. Dept.	Aca- demic Dept.	Colle- giate Dept.	Total	No. of Library Books	Princi- pal
Immaculate Conception Convent	36	12		48		Sr. Marie
Evergreen College (boys)	18	34	22	74		W. L. Dicken
Marksville High School	35	71		106 (boys)	75	V. L. Roy
Presenta- tion Convent	25	29		54	300	St. Theresa

*Louisiana State Department of Education, op. cit.,
1897, pp. 66-67.

selected were C. A. Smith, Miss M. B. Huey, and Miss M. B. Hall. It was at this time that the school changed from a boy's school to a co-educational school.³⁵

During the summer of 1899 another normal school was held. The faculty consisted of H. E. Chambers, Lucia J. Lawless, W. C. Robinson, J. B. Taylor, and Mr. Roy. The day sessions were used to instruct teachers in teaching methods, while the night sessions were open to the public. Speeches were made by faculty members at the night sessions, community singing was encouraged, and debates by the young people were entertaining.³⁶

During the 1900-01 school term, Mr. Roy described his dissatisfaction with teaching:

Brothers Tesca and Lewis were both prosperous business men and wanted me to go into business so that I could make a better living for my family. Tesca, Lewis, and I talked the situation over and we three agreed that I should go into the mercantile business with Tesca. I promptly gave the school board notice of my intended resignation to be effective Jan. 1, 1901. The board was willing to grant my request provided that I supply them with an able man to fill the vacancy, and provided that I give this man my check from the parish each month. Their bookkeeping was set up for the year and it would be easier for them to handle it this way. I thought the matter over and decided to wait until June 1901 to resign. In the meantime, Lewis began to interest me in his business. Three of us agreed that I should become a partner with Lewis in June. What happened then? It seemed that

35
Ibid., p. 101.

36
Ibid., p. 102.

Lewis began to have misgivings about the deal, so I asked to be released from any partnership with either of them.

In early May, I was still at a loss as to what to do. The school board had granted my requested resignation. Knowing of E. L. Stephens' project in Lafayette, I wrote and told him that I was considering getting out of education and going into business. I seriously requested his advice in the matter. (I was feeling him out--I wanted to teach in his school.) He answered promptly and requested that I forget about business. He asked that I send letters to members of the board of his college and inform them that I wanted to teach for them.

On June 14, 1901 I attended the dedication in Lafayette for the Southwestern Louisiana Industrial Institute. After the ceremonies I met with the board and was hired at a salary of \$1000.00 per annum. Dr. E. L. Stephens showed his pleasure by extending his hand and saying, 'Shake, old man!'³⁷

The family life of Mr. Roy underwent many changes between 1897-1901. Three children were born to Mr. and Mrs. Roy during the time that he was principal of the Marksville Academy. Their first child was born within a few weeks after they moved to Marksville. Lucile Roy was born August 26, 1897; Rueben Sanford Roy was born February 18, 1899; and Earl Hubert Roy was born September 12, 1900. Mr. Roy wrote in his diary September 14, 1900: "Earl Hubert was born Sept. 14, 1900. Small, sweet fellow. May he grow to noble manhood and may the world be made better for his having lived in it."³⁸

³⁷ Ibid., pp. 105, 106.

³⁸ V. L. Roy, op. cit., p. 101

IV. TEACHING AT SOUTHWESTERN LOUISIANA INDUSTRIAL INSTITUTE*

During the summer of 1901 Mr. Roy made arrangements to move his family to Lafayette. Mrs. Roy and the children visited her parents in New Orleans during August. Mr. Roy remained in Marksville and packed all the household goods. He then went to Lafayette to seek a place for them to live. He had the home furnishings shipped from Marksville to Lafayette and into their future home. After unpacking and getting things in order, Mr. Roy began planning for his work at the Southwestern Louisiana Industrial Institute.³⁹

Mr. Roy was now a member of the faculty of one of Louisiana's newly established institutes of higher education. The first session at the Industrial Institute began on Wednesday, September 18, 1901. There were one hundred pupils enrolled on that day. By the beginning of the second semester the number enrolled was one hundred and forty-five.⁴⁰ The first faculty chosen by the board included:

³⁹ V. L. Roy, "Personal Diary 1894-1904," p. 104.

⁴⁰ Louisiana State Department of Education, op. cit., 1900-01, p. 146.

* This Institute is presently known as the University of Southwestern Louisiana.

Victor Leander Roy	Science
Ashby Woodson	Manual Training
Miss Gertrude Mayfield	Domestic Science
Miss Beverly Randolph	Drawing and Gymnastics
Miss Edith G. Dupre	English and French
Florent Sontag	Music
L. W. Mayer	Stenography
Mrs. Elizabeth Baker	Matron ⁴¹

The Institute was organized under the control of a Board of Trustees consisting of the Governor of the State and the State Superintendent of Education, ex-officio, and of eight members appointed by the Governor, as follows: one from each of the six congressional Districts of the State, and two from the State at large. The president of the Institute was ex-officio Secretary of the Board of Trustees.⁴²

The Board of Trustees consisted of the following members: Governor W. W. Heard, Ex-officio, Baton Rouge; Superintendent of Education, Hon. J. B. Calhoun, Ex-Officio,

41

Florent Hardy, Jr. "A Brief History of the University of Southwestern Louisiana, 1900-1960" (unpublished Master's thesis, Louisiana State University, 1969), pp. 8, 9.

42

Ibid.

Baton Rouge; Hon. Albert Estopinal, First Congressional District, New Orleans; Hon. John Buchanan, Third Congressional District, Lafayette; Hon. John H. Overton, Fourth Congressional District, Alexandria; Hon. J. G. Lee, Fifth Congressional District, Baton Rouge; Hon. Thomas H. Lewis, Sixth Congressional District, Opelousas; Hon. James A. Lee, State at Large, New Iberia; Hon. Robert Martin, State at Large, St. Martinville.⁴³

The officers of the first Board of Trustees were: Gov. W. W. Heard, President; Hon. Robert Martin, Vice President; Hon. Crow Girard, Treasurer; and President E. L. Stephen, Secretary.⁴⁴

President Stephens was responsible for the organizational structure and the quality of education offered by the Institute. The land, donated by Mrs. Maxim E. Girard and her son, Crow Girard, consisted of twenty-five acres of level ground from which cane had been freshly cut and was therefore devoid of trees.⁴⁵

⁴³ Ibid., p. 148.

⁴⁴ Ibid., p. 148.

⁴⁵ Margaret Stephens Jockam, "A History of Southwestern Louisiana Industrial Institute 1900-1936" (unpublished Master's Thesis, George Peabody College for Teachers, 1937), p. 22. (Note: The writer of this thesis is the daughter of E. L. Stephen.)

The schedule of classes shown in Table IV was used for the fall semester, 1901.

Girls lived on campus and paid \$12.50 a month for room and board. Boys lived with private families in town for a minimum of \$10 a month. Tuition was free for all students, but incidental fees of \$4 per session for school activities were charged. Free tuition encouraged an increased enrollment while incidental fees provided for the maintenance of educational equipment used by the students. Children over the age of fourteen with a minimum of a sixth grade education were eligible for admission. Thus, the institute began operating essentially as a high school.⁴⁶

The name of the Southwestern Louisiana Industrial Institute included in its title "Industrial" to emphasize "the motor and creative activities of hand and brain, . . ." ⁴⁷ and "to meet the great and increasing demand that . . . existed in South Louisiana for industrial education and manual training." Because of the existing importance of industrial education in Louisiana, the Institute offered four industrial courses and one academic course. The courses offered at the Institute for the first session were the

⁴⁶Catalog of the Southwestern Louisiana Industrial Institute 1902-03 (New Orleans: L. Graham, 1902), p.7.

⁴⁷Ibid. p. 3.

TABLE IV
CLASS SCHEDULE FOR FALL SEMESTER, 1901*

	1st Year	1st Year Advanced	2nd Year	3rd Year
9:00 :				
9:15 :		Morning	Exercises	
9:15 :	Geography	Arithmetic	Drawing 3	Chemistry
10:00 :	Mayfield	Woodson	Singing 2	Roy
10:00 :	Arithmetic	English	History	Algebra
10:35 :	Woodson	Dupre	Mayer	Roy
10:35 :				
10:45 :		Recess		
10:45 :	History	Drawing 3	Bookkeeping	English
11:20 :	Mayfield	Singing 2	Roy	Dupre
11:20 :		Bookkeeping	English	Drawing 3
11:55 :	Manual	Roy	Dupre	Singing 2
	Training			
11:55 :	Woodson	History	Algebra	Latin-Stephens
12:30 :		Mayer	Roy	French-Dupre
12:30 :				
1:00 :		Lunch		
1:00 :	Drawing 3	Library 3	Sewing 3	Sewing 3
1:35 :	Gym 2	Gym 2		Cooking 2
1:35 :	Workshop		Stenography	Stenography
2:10 :	(Alternate weeks)		Workshop	Workshop
2:10 :	Sewing 3	Sewing 3	Gym 3	Gym 3
3:00 :	Gym 2	Gym 2	Stenography	Cooking 2
	Workshop		Workshop	Stenography
	(Alternate weeks)			Workshop

* S.L.I. Scrap Book 1899-, Archives at University of Southwestern Louisiana.

the four-year Academic course, the three-year Manual Training and Domestic Science courses, the two-year Stenography and Typewriting course, and the Commercial course.⁴⁸

During the first session, the students represented twelve parishes and two states, Louisiana and Texas.⁴⁹

President Stephens described the moral and financial support of Lafayette's citizens as "the greatest support to the establishment of a State institution of learning that had ever been given in this section of the country."⁵⁰ Such support generated enthusiasm and school spirit among the students, who unsuccessfully petitioned for the compulsory wearing of uniform dress by all students to "attract-attention, . . . and to place the students under the surveillance of the friends of education and of the Institute."⁵¹ However, President Stephens refused to permit the students to wear uniforms.⁵²

⁴⁸Ibid., p. 10

⁴⁹Scrap book, op. cit.

⁵⁰Ibid.

⁵¹

Petition of Southwestern Louisiana Industrial Institute student body to Edwin L. Stephens, November, 1902. U.S.L. Presidential Papers

⁵²

Letter, Edwin L. Stephens to J. L. Westbrook, February 24, 1903, in U.S.L. Presidential Papers

Students were encouraged to participate in group activities. President Stephens, with student help, spearheaded the organization of a semi-monthly school newspaper. This paper began publication during the second semester of the school year, 1902-1903. School news as well as local news, was featured in The Vermilion. Only those students with a high scholastic average were eligible to hold offices in this activity. This "bright college paper"⁵³ became the voice of the students and was sold by subscription for fifty cents per school year.

The administration made and enforced rules for the regulation of the students. The young men of the Institute were:

. . . placed upon their honor not to go into a saloon, not to take any intoxicating drink, to observe the hours of study in their respective boarding-places, and to conform to such other disciplinary regulations as may be required of them as students.⁵⁴

Strict disciplinary rules also governed the female students living on the campus. They were required to report to the matron of the dormitory when leaving and returning to the campus.

⁵³ Catalog, op. cit., 1902-03, p. 13

⁵⁴ Catalog, op. cit., 1903-04, p. 33.

Girls were not permitted to spend the night away from the dormitory unless chaperoned by their parents. They were permitted to attend church services in Lafayette on Friday afternoon and Sundays.⁵⁵

In December, 1901, Mr. Roy and President E. L. Stephens attended the Tenth Annual Conference on the Louisiana Teachers Association at Franklin, Louisiana. Addresses were made by Dr. E. A. Alderman from Tulane University and by Dr. C. Alfonzo Smith from Louisiana State University. Dr. Smith's lecture was about literature and industrialism. Mr. Roy said "the lecture was profound in its philosophy and lofty in its literary content."⁵⁶

One of the guest lecturers for the student body was Dr. Alcee Fortier from Tulane University. His lecture was entitled, "Europe, as Seen From the Seat of an American Bicycle." After this very entertaining talk, Mr. Roy and Dr. Fortier visited together. Dr. Fortier complimented Mr. Roy on his correspondence lessons with Tulane. Mr. Roy was majoring in Physics and minoring in Chemistry and French. Dr. Fortier graded his French lessons. They also discussed Mr. Roy's plan to receive the Master's degree

⁵⁵

Catalog, op. cit., 1902-03, pp. 33-34.

⁵⁶

V. L. Roy, op. cit., p. 109.

from Tulane University during the summer of 1904.⁵⁷

Mr. Roy and Dr. E. L. Stephens had been close friends for a number of years but they were drawn closer together by their work. To show his appreciation, Dr. Stephens gave a complete set of elegant bathroom fixtures to Mr. and Mrs. Roy.

The first class graduated from the Institute on May 22, 1903. Graduates were: Annie Bell, Maxine Brand, Alma Gully, Rhena Boudreaux, Harold Demonaide, William Nulls, Harry Smeeder, V. J. Voorhies, Edith Trahan, Eula Carona, and Jacques Domeugeaux.⁵⁸

Mr. Roy taught in the Summer Normal at New Iberia in 1903. Dr. James H. Dillard was Chairman of the school. Other faculty members were C. A. Ives, Mr. Deeny, Mrs. McVoy, and Miss Holmes. Faculty members boarded in New Iberia for the school term.⁵⁹

Between 1901 and 1904 the Roy's had another addition to their family. John Overton Roy was born on April 7, 1904. It was during this time that Lucile began school. Since she was the oldest child, her younger brother accompanied her to school on her first day, October 1, 1903.⁶⁰

⁵⁷ Ibid., p. 112.

⁵⁸ Ibid., p. 118

⁵⁹ Ibid.

⁶⁰ Ibid., p. 120

On August 26, 1904, Mr. Roy resigned his position at Southwestern Louisiana Industrial Institute to become Superintendent of Schools in Avoyelles Parish.⁶¹

⁶¹V. L. Roy "Personal Diary, 1894-1904," p. 112.

CHAPTER III

SUPERINTENDENT OF SCHOOLS IN

AVOYELLES PARISH

Mr. Roy was elected superintendent of schools for the parish of Avoyelles on August 25, 1904. The way was prepared for him by the former superintendent, A. D. Lafargue, whose main handicap during his administration was lack of interest in public education. Mr. Roy's determination to improve the school system in Avoyelles Parish, coupled with the same desire by the members of parish school board, overcame many obstacles and built a school system of which the parish residents have been proud.¹

AVOYELLES PARISH SCHOOL BOARD

Superintendent Roy was indebted to his school board, whose cooperation and support enabled him to make many changes in Avoyelles Parish Schools. The following men served as members of the school board during his stay in office: R. T. Sayes, Jr., E. J. Joffrion, L. J. Coco, Dr. Emile Regard, Homer Bordelon, G. O. Couvillion, C. J. Cappel,

¹Minutes of the Avoyelles Parish School Board
(Marksville, Louisiana, September 19, 1907, Vol. 1), p. 151.

Dr. C. J. Ducote, J. G. Snelling, Joseph Lamartiniere, and J Adam Bordelon (for his first term). Other board members whose names appeared in the minutes during this period were: H. A. Hines, H. P. Gauthier, Dr. E. A. Poret, Dr. S. J. Couvillion, H. O. Stark, A. J. Norwood, F. J. Callegari, W. R. Perkins, H. W. Frith, and P. A. Bordelon (replacing E. J. Joffrion, deceased).²

Mr. Roy visited every community and settlement in the parish. He contacted the leaders of each community and had speakers to address the people in order to interest them in voting special taxes for the purpose of building, equipping, or maintaining a school in each community. In these campaigns for education Superintendent Roy encountered bitter opponents. Some of the opponents were favoring private schools instead of public schools while others were indifferent. Therefore, severe opposition was encountered in some of the districts. Evidences of such difficulties are found in a resolution adopted August 8, 1906:

Resolved that any person or persons who shall hold any meeting in any public schoolhouse in the parish or who shall take part in such a meeting where the purpose is in any way to reflect upon, disparage, or assail the

2

Ibid., August 8, 1906, Vol. I, p. 90.

public school system of the parish or the policies of the Board, shall be guilty of trespass, and the District Attorney is hereby requested to proceed in law against all such persons guilty of trespass.³

FINANCES

State sources of school revenue doubled during the five year period 1904-1908, inclusive. The state apportionment of school funds for Avoyelles Parish was \$11,773.09 in 1904 and by 1908 it increased to \$23,829.09. The total of all funds received in 1904 was \$12,779.49 and in 1908 it was \$153,135.38, an increase of \$12,056.00 in state apportionments and \$140,355.89 in total revenues of the board. The sources of revenues during this period were: current school funds, interest on sixteenth sections of land, poll taxes, rent of school lands, fines, and incidental fees. Table V indicates the sources of revenue during the year 1907 as reported by Superintendent Roy to the school board on January 8, 1908.

Table VI indicates the major receipts of the school board during Mr. Roy's administration. It shows the increase in revenues from the state, police jury, and special taxes from 1904 to 1908.

The incidental fees were a source of revenue used principally to purchase fuel, school equipment, and

³Ibid., p. 72.

TABLE V
AVOYELLES PARISH SCHOOL BOARD RECEIPTS
AND DISBURSEMENTS 1907*

RECEIPTS	
Balance on hand January 1, 1907	\$ 4,053.98
Current school fund	18,012.07
Interest on sixteenth sections	1,179.85
Poll taxes	3,358.00
Police jury tax	10,000.00
Libraries	423.41
Special school taxes	9,857.25
Rent of school lands	147.50
Loans	11,722.25
Fines	1,511.00
Other sources	110.20
Incidental fees	282.67
Sale of bonds	<u>17,087.50</u>
Total	\$77,745.68
DISBURSEMENTS	
Teachers' pay (white)	\$30,257.69
Teachers' pay (colored)	1,735.70
Buildings (New schools)	12,966.60
School furniture	3,610.51
Per diem and mileage	217.10
Superintendent's salary	1,775.05
Treasurer's commission	754.84
Assessor's commission	1,328.15
Tax collector's commission	656.34
Incidentals	1,908.43
Loans paid	13,493.10
Transfers	1,590.95
Libraries	757.00
Balance January 2, 1908	<u>6,694.22</u>
Total	\$77,745.68

*Minutes of the Avoyelles Parish School Board
(Marksville, Louisiana, Vol. I), pp. 181-182.

TABLE VI

RECEIPTS OF FUNDS FROM THE STATE CURRENT FUND, POLICE
JURY, SPECIAL TAXES, AND TOTAL OF SCHOOL BOARD
RECEIPTS OF AVOYELLES PARISH 1904 TO 1908*

Year	Current state fund	Police jury appropriations	Special tax receipts	Total of school board receipts
1904	\$11,773.09	\$ ---	\$ 75.07	\$ 31,021.50
1905	13,609.26	---	---	33,417.68
1906	16,525.53	8,000.00	8,470.74	54,728.00
1907	18,012.00	10,000.00	9,889.25	82,734.61
1908	23,829.09	7,765.12	---	153,135.38

*Minutes of the Avoyelles Parish School Board
(Marksville, Louisiana, Vol. I), p. 92.

--- Indicates that no reports were made under these headings.

incidental needs for the respective schools collecting the fees. The incidental fees had been collected for years previous to Superintendent Roy's administration and continued throughout his administration. A resolution adopted on August 8, 1906 follows:

Resolved that the legal incidental fee of \$1.00 per family per session be charged beginning with session 1906-07 and that all principals or teachers in charge be hereby authorized and required to collect this fee in advance before enrolling the children of any family in public schools of the parish.⁴

The schools whose average attendance did not come up to twenty after all the incidental fees were paid were

⁴Ibid., p. 92.

closed according to a resolution adopted September 3, 1908.⁵ The same resolution ordered the Guillory School to reopen provided that incidental fees in arrears were paid and that the average attendance was not below twenty. On July 23, 1907, the Kleinwood School was ordered suspended because it was in arrears with its collection of incidental fees to the amount of \$13.00.⁶

CONSOLIDATION AND TRANSPORTATION

Seventy-five schools were operating during the first year of Mr. Roy's administration. The number of schools was increased during his administration because of the redistribution of population and increased attendance in some districts. Many schools were consolidated, others were abandoned because the enrollment did not justify the voting of a district tax. Some sections were without schools because they were opposed to public education and were unwilling to send their children to public schools. On October 4, 1904, the school board adopted a resolution that no additional schools would be established within a four-mile radius of an existing school and the average attendance required for the opening and the operation of a school

⁵Minutes, Vol. II, op. cit., p. 2.

⁶Minutes, Vol. I, op. cit., p. 148.

was increased from fifteen to twenty pupils.⁷

The first consolidation of schools was done in the Evergreen school district October 4, 1904. All schools within a radius of four miles were consolidated. On December 6, 1904, the following schools were consolidated by the school board: Ward I, Experiment with McCann School; Ward II, Par en Haut and Choctaw with the Moncla School; Ward III, Cote Droite with the Mansura School; and Ward V, Grand Island with the Supper School in Ward IV. In Ward II, a number of colored schools were consolidated.⁸

The parish school board, at its meeting held November 10, 1905, upon resolution, appointed a committee composed of the superintendent, Mr. Roy, Dr. Emile Regard, and J. G. Snelling to study and investigate the question of consolidating schools and transportation. Their findings were reported to the school board August 8, 1906, as follows:

Your committee on consolidation and transportation begs to report that, after a careful study of the principles of consolidation of schools and the transportation of pupils, it is of the opinion that steps should now be taken by this body in that direction.

Accordingly we recommend that a conveyance be purchased and operated to transport the pupils of the Pantheir settlement in the third ward to the Mansura School; and also that the Joffrion School on Bayou des Glaise be consolidated with the Moreauville School and that a conveyance be purchased for that purpose.⁹

⁷Ibid., p. 44.

⁸Ibid., p. 62

⁹Ibid.

Respectfully submitted,

(signed) V. L. Roy, E. Regard, J. G. Snelling

The above quotation was the first record of a school administrator's opinions regarding consolidation of schools and the transportation of the pupils in Avoyelles Parish. Thus, from this day dates the establishment of a transportation system in the parish. Conveyances were purchased by the parish school board. As needs warranted, new routes were established. Wagonettes were purchased December 13, 1906, at a price of \$112.50 each. During Mr. Roy's administration, the transportation routes shown in Table VII were established.¹⁰

TABLE VII

TRANSFER ROUTES AND DATES ESTABLISHED IN
AVOYELLES PARISH 1906 TO 1908*

Route Number	Places	Dates
1	Edgar Coco's Place to Moreauville School	10/25/06
2	Ponthier Settlement to Moreauville School	10/25/06
3	Pearl Lake to Mansura School	10/25/06
4	Bayou des Glaise to Moreauville School	1/10/07
5	L. A. Normand to Moreauville School	1/10/07
6	Brouillette settlement to Marksville School	1/10/07
7	Jean Dorgant to Mansura School	4/23/07
8	Petite Cote to Mansura School	7/23/07
9	Lamartinriere School to Kelone School	11/27/07
10	Bay Hill School to Evergreen School	1/ 7/08

*Minutes of the Avoyelles Parish School Board
(Marksville, Louisiana, Vol. I), p. 88.

¹⁰
Ibid., p. 90.

The routes established were let by competitive bidding and the term of contract was one year. On August 31, 1907, bids were received and contracts entered into for salaries ranging from twenty-nine dollars and fifty cents to thirty-five dollars per month. One bid offered for Route Number 4 was turned down for the reason that the bid was excessive.

Transfer drivers were urged to observe safety rules regarding the crossing of railroad tracks. A resolution was adopted by the board to that effect on May 19, 1908:

Resolved that transfer drivers be hereby required to come to a full stop before crossing railroad tracks when transporting school children to or from school and that any persistent violation of this rule shall lay such driver liable to loss of contract.¹¹

In case pupils were transferred from one school district to another, or, as a result of consolidation of two or more schools, the funds appropriated for the district were transferred to the districts attended by the pupils.¹²

SITES, BUILDINGS, AND SPECIAL TAXES

One of the first requirements for a new building or for the opening of a new school was that the site be placed in the school board's title. Some of the sites were donated by individuals, some were purchased by subscription, and some were purchased after a special tax was voted. The

¹¹Ibid., p. 228. ¹²Ibid.

school board purchased or was given a total of seventy-one acres of land for school sites, or additions to sites, from 1905 to 1908 inclusive. This acreage comprised the sites of thirty-two schools in approximately two-acre sites, except in one case which was three-fourths of an acre, and in another, one-half acre.¹³

Mr. Roy made a report to the school board in which he compared school conditions of 1904 to those in 1908. He said:

The total value of school property in the parish in 1904 was \$18,300.00; of this amount the parish school board held title in the name of the public to only \$4,000.00. The amount of school property now, exclusive of buildings now in course of erection is \$115,192.83.

During the years 1905-08, a total of thirty-two schoolhouses have been erected by the board with the help of local taxes. These houses contain seventy-two well equipped classrooms, furnished with more than 3000 patented desks, besides teachers' desks, maps, boards, globes, etc.

These schoolhouses are situated on two-acre sites, title resting in the system of schools to seventy-one acres of land thus used. Since January 1, 1905, local taxes for the erection of schoolhouses and the maintenance of the schools have been voted by the people over a territory representing thirty-eight districts. Previous to 1905 the Marksville and Bunkie Corporations were the only districts that had taken advantage of the constitutional provision of 1898 empowering districts to levy taxes for school purposes.¹⁴

In another report dated January 12, 1909, Mr. Roy stated that the outlay made during 1908 for constructing

¹³Ibid., p. 63.

¹⁴Ibid., pp. 245-246

school buildings was \$46,403.54; for furniture, \$3,274.79; for repairs, \$1,149.80; and that the sources of revenue for these outlays were local taxes, sale of bonds, incidental fees, and local contributions. Eight buildings were erected containing twenty-three classrooms.¹⁵ As early as July 3, 1905, the school board encouraged the improvement of the buildings and the purchasing of equipment by consenting to pay 25 per cent of the cost.¹⁶

Mr. Roy kept the school board well informed of the progress being made annually. He issued reports which served as a stimulus for greater efforts on the part of the board and the public.¹⁷

In 1907, twenty-eight school buildings were owned by the school board. The value of the school buildings was \$19,271.43 and the value of the school property in the parish was \$68,397.23 (see table VIII).

During the year, 1908, a five-mill school tax was voted in the Eola District for ten years; six mills for ten

15

Minutes, Vol. II, op. cit., p. 40.

16

Minutes, Vol. I, op. cit., p. 58.

17

Ibid., p. 102.

years in the Dora School District; and an eight-mill tax for ten years for the Bodoc School District. The bonds for five school districts were sold, aggregating \$53,000.00. The school sites in title of the school board were increased by nine acres, making a total of eighty acres used as school sites.¹⁸

TABLE VIII

DATA ON SCHOOL BUILDINGS, EQUIPMENT, AND SPECIAL
TAXES OF AVOYELLES PARISH 1907*

Item	
Number of frame schoolhouses owned	27
Number of brick schoolhouses owned	1
Value of schoolhouses built this year	\$19,271.43
Value of school property in the parish	\$68,397.23
Number of schoolhouses built in 1907	10
Number of schoolhouses supplied with improved boards	32
Number of districts having a special tax	25
Amount of special taxes voted this year	\$ 4,664.19

*Minutes of the Avoyelles Parish School Board
(Marksville, Louisiana, Vol. I), pp. 186-187.

EDUCABLES

The number of educables in the parish increased from 10,801 in 1904 to 13,514 in 1908. The enrollment increased as the interest in public education increased and better teaching facilities were provided. The number of buildings and teachers increased as fast as finances would

permit. People were willing to vote maintenance taxes.

Table IX, shows the growth of the school system over a period of six years. The increase in educables for that period was 2,713; in the teaching force was thirteen; in the number of schools was ten; and in the enrollment was 1,968. The length of the school session was increased by one and three-fourths months. Four high schools were state approved.¹⁹

TABLE IX

NUMBER OF EDUCABLES, NUMBER OF SCHOOLS, NUMBER OF
TEACHERS, ENROLLMENT, NUMBER OF HIGH SCHOOLS,
AVERAGE SESSION OF THE SCHOOLS OF AVOYELLES
1903 TO 1908*

Year	No. of educa- bles	No. of schools	No. of teachers	Enroll- ment	No. of high schools	Average session
1903	10,801	76	84	3,325	0	5-1/2 mos.
1904	"	75	80	3,213	2	7 "
1905	"	75	86	3,825	2	7 "
1906	"	80	85	4,308	2	7-3/4 "
1907	13,514	86	92	5,082	3	7-1/2 "
1908	"	86	97	5,293	4	7-1/4 "

*Minutes of the Avoyelles Parish School Board
(Marksville, Louisiana, Vol. I), p. 187.

SCHOOL ENROLLMENT

In order to promote the interest in better school attendance the school board adopted the following resolution:

Resolved that the sum of twenty-five dollars be hereby appropriated as a reward to that public school

of the parish which during the session 1905-06 shall make the best average attendance on enrollment, provided this amount shall be expended for the purchase of a library for the school under the advice and with the approval of the Parish Superintendent.²⁰

In his progress report of July 9, 1908, Mr. Roy made this statement:

The total enrollment in the schools for four years has been as follows: 1904 - 4,361, 1905 - 5,602, 1906 - 5,931, 1907 - 6,475. This shows an increase of forty per cent; and in attendance of white pupils fifty-eight per cent.

The growth in enrollment in many of the schools during the last four years is nothing but astounding. As stated above, the average increase in enrollment in all white schools of the parish from 1904 to 1908 is over fifty-eight per cent; but in the following schools, the increase has been over 100%, as shown by the following figures, to wit:-

Vick from 47 to 127	Moreauville from 24 to 213
Bettevy from 39 to 78	Plaucheville from 51 to 185
Mansura from 70 to 300	Couvillion from 36 to 87
Hessmer from 32 to 110	Dupont from 48 to 143
Kelone from 47 to 119	Cottonport from 90 to 183 ²¹

As a result of the increase in enrollment and attendance, it became necessary to increase the teaching force from eighty-four in 1903 to ninety-seven in 1908. Additional rooms were built to accommodate additional students in each school.²²

In the minutes of the school board of January 12, 1909, Mr. Roy reported to the board on the progress made in 1908.²³ He stated that the enrollment was 6,910 as compared

²⁰ Ibid., pp. 79-80.

²² Minutes, Vol.II, op.cit., p.38.

²¹ Ibid., pp. 244-249.

²³ Ibid.

with 4,631 in 1904, an increase in attendance of 65 per cent, and that the cost-per-pupil-per month was ninety-seven cents. The average cost per child, based on average attendance for the year 1908, was nine dollars and twelve cents as compared to Massachusetts' average cost per pupil, which was twenty-seven dollars and thirty cents. Mr. Roy commented that the schools were operated more economically than in any other state.²⁴

SCHOOL SESSION

Revenues from parish and state sources were not sufficient to lengthen the school session. Therefore, some school districts having buildings and sites in the title of the board voted a maintenance tax. Regarding the school session, Mr. Roy commented in a section of his report under his recommendations to the board:

There is much yet to be done, as the lengthening of the school term throughout the parish to nine months; the continued and systematic improvement in the quality of teaching done; the erection of modern schoolhouses to replace the few unsightly ones left; the addition of furniture, equipment and supplies to these; the further improvement of all school grounds; and the organization of school improvement leagues throughout the parish.²⁵

The length of the school session depended upon the revenues available from the general fund of the parish distributed on a per-educable basis of the respective school

²⁴ Ibid.

²⁵ Minutes, Vol. I, op. cit., p. 248.

districts. The school of a district remained open for the length of time these funds lasted unless a maintenance tax was voted to operate the school for a longer session than these funds would permit. In 1903, it was not uncommon to find schools closing at different times of the year, with sessions ranging from four months to nine months. In the event parents wished to send a child to a school having a longer session or where higher grades were taught, parents were compelled to pay tuition. The best teachers would naturally seek the schools with longer terms and for this reason those remaining in the same position for any length of time were few.²⁶

TEACHERS' QUALIFICATIONS

The teachers of the parish were grouped according to qualifications: there were teachers with normal school certificates, there were teachers with first grade certificates, second grade certificates, and third grade certificates. The school board showed great interest in improving the qualifications of the teachers by urging them to attend summer normals, parish institutes, teachers' conventions, and by increasing the salaries of those who attended.²⁷

The qualification of teachers by examination was under the direction of Mr. Roy and a committee which was

²⁶ Minutes, op. cit., p. 249.

²⁷ Ibid.

composed of Mr. Roy and two members of the board. These examinations were held annually and prospective teachers were notified of the date. The grade or score on the examination determined the grade of certificate earned by a person.

The teachers, by resolutions passed by the school board, were paid during their absence from duty for three days while attending the Louisiana Teachers ' Convention in 1904.²⁸ In 1905 the school board authorized full pay for Christmas week to those who attended the Institute and the Teachers' Convention for the session 1905-06.²⁹ Also, by resolution of the board, the superintendent was authorized to pay teachers attending the summer normal, held either in Avoyells Parish or adjoining parish, three dollard and fifty cents per month above the schedule in 1907.³⁰ Again in 1908 a similar resolution was passed for the summer normal to be held in Bunkie.³¹ As early as 1905, the school board appropriated one hundred dollars as its contribution for a summer normal, if held in another parish, and if held in

²⁸ Ibid., p. 47.

²⁹ Ibid., p. 62.

³⁰ Ibid., p. 126.

³¹ Ibid., p. 199.

this parish the amount appropriated was to be two hundred and fifty dollars.³²

Interested in giving the teachers opportunity for professional growth, Mr. Roy invited Superintendent O. J. Kern of Rockford, Illinois, to lecture to the teachers and people of Avoyelles Parish on the subject, "Country Schools and Country Life." Mr. Roy had heard him at a Superintendents' Conference and was very impressed with his lecture. His invitation was granted.³³

A professional or teachers' library, located in Marksville, was organized from contributions of teachers and the school board. On December 13, 1906, the teachers contributed \$163.71 for the purchase of books and the school board matched the amount. Mr. Roy reported to the school board; September 19, 1907, that seventy volumes had been added to the professional library and that sixty more had been ordered. Mr. Roy called the attention of the school board to the fact that the teachers were making use of the books:

I may add that this Library is proving to be of the greatest value to our teachers who are constantly using it; also, that the benefit derived from such libraries are so apparent that many other parishes are now establishing them.³⁴

³² Ibid., p. 51.

³³ Ibid., p. 70.

³⁴ Ibid., p. 167.

He commented that the additional books ordered would give Avoyelles the best teachers' library in the state.

TEACHERS' SALARIES

Salaries of teachers increased considerably over a period of six years, as shown in Table X. There was a more pronounced decided increase in the salaries paid men teachers.

TABLE XIII

NUMBER OF TEACHERS AND AVERAGE SALARIES (WHITE AND COLORED) IN AVOYELLES PARISH 1904 TO 1909

Year	No. of teachers white	No. of teachers Negro	Monthly average salaries white		Monthly average salaries Negro	
			men	women	men	women
1904	80	28	\$36.00*	\$34.00*	\$21.00*	\$21.00*
1905	86	22	52.00	40.00	22.00	23.00
1906	85	20	62.00	47.00	28.00	25.00
1907	92	19	71.00	50.00	29.00	25.00
1908	97	22	71.00	45.00	27.00	25.00
1909	97	20	63.00	45.00	28.00	25.00

*Indicates salaries were reduced to round figures.

Teachers were paid according to a schedule based on the class of certificate held. The board adopted a new salary schedule as the funds permitted. On August 25, 1904, the following schedule of salaries for white teachers was adopted by a resolution of the school board: normal-school graduates, \$50.00; teachers having earned first grade certificates, \$45.00; teachers having earned second grade certificates, \$35.00 and teachers having earned

third grade certificates, \$25.00. The salary schedule adopted in 1907 recommended an increase of ten dollars for teachers with normal-school certificates, and an increase of five dollars for teachers with a first, second, or third grade certificate. The salary schedule of 1907 was not followed strictly because additional amounts were paid teachers attending summer school or having large classes.³⁵

Mr. Roy recommended on April 23, 1907, that the school board take into account the size of the school in paying its teachers by adding the following amounts to the regular schedule:

a. Grading schools having an average attendance of thirty-six and over as "Class A" and allowing to the teacher five dollars more per month.

b. Grading schools having an average attendance of twenty-eight as "Class B" schools and allowing to the teacher two dollars and fifty cents more per month.

c. Grading schools having an average attendance of twenty as "Class C" and no additions to the scheduled salary.³⁶

The following quote from Mr. Roy's report of December 6, 1904, to the school board, gave his attitude toward the teaching profession and the salary paid to teachers:

A shortage of teachers is felt not only in this parish and the state but throughout the country, and the scarcity must continue until the public at large comes to see and to realize the high grade of service rendered

³⁵ Minutes, Vol, I, op. cit., p. 125.

³⁶ Ibid.

by the competent teacher who deserves more compensation than it now receives.

As long as street sweepers in cities, brick layers, and others whose labor is strictly manual, receive wages averaging twice what the teacher is paid, so long may we expect men will leave the field of teaching. As long as women can make as much or more in other lines of work without the expense and time required to prepare for teaching, just so long we may expect that there will be a scarcity of lady teachers and an over abundance of clerks, stenographers, and dressmakers, etc.

The office has made and is making every effort possible to fill the schools still vacant. Still it must be realized that the true source of the trouble lies in the matter of salary and that the board, with its present revenues and a school population in the parish of 13,514 children, cannot without more funds increase the salaries of teachers beyond the present schedule.³⁷

DISTRIBUTION OF TEACHERS

Marksville High School was the only high school in Avoyelles Parish in 1904 and it employed six teachers. Evergreen, Cottonport, Bordelonville, Mansura, and Bodoc each employed two teachers, while all other schools had only one teacher. "In other words, 78 per cent of the teachers of the parish were employed in one-room schools, doing ungraded work." ³⁸

In 1908 the distribution of teachers based on average attendance and local tax support was: Marksville, nine teachers; Bunkie, eight; Moreauville, Evergreen, and Mansura,

³⁷ Ibid., p. 47.

³⁸ Ibid., pp. 244-249.

five each; Plaucheville, four; Cottonport, three; Vick, Pine Grove, East Par en Haut, Hydropolis, Gremillion, Hessmer, Island, Voorhies, Bordelonville, Couvillion, and Dupont, two teachers each. One-third of the white teachers were employed in one-room ungraded schools.³⁹

TEACHERS' PENSION

It was evident that the school board felt indebted to some of its teachers who had served the schools for a number of years. On March 26, 1908, Dr. Emile Regard proposed a resolution that the board provide a moderate pension to aged teachers who had devoted their lives to public school work in the parish. The matter was discussed by the school board and the fact was established that under the law this could not be done.⁴⁰

The problem of selecting teachers, certifying teachers, and providing for teachers' welfare was one of concern to Mr. Roy. He made a study of this particular problem and wrote a paper on his findings (see Appendix A).

SUPERINTENDENT OF TWO PARISHES

During the September, 1907, meeting of the Avoyelles Parish School Board, Mr. Roy addressed the board:

³⁹Ibid., p. 201.

⁴⁰Ibid., p. 202.

Gentlemen, on August 29, 1907 I was tendered the office of parish superintendent of Lafayette Parish. This appointment was made without solicitation on my part, and I refused the offer because of obligations I felt I was under to continue my service to Avoyelles Parish. It was then proposed by the board of Lafayette Parish that the work of the two parishes be united under my direction, my entire time being devoted to those phases of school work that lie outside the realm of routine business of the office. In order to relieve me of office work the plan carries the appointment of an office assistant for each parish. I am willing to undertake the work and I have confidence that the work of the superintendent's office in the parish would thereby, be made more effective. The parish of Lafayette has taken action on the proposed arrangement and has sent Dr. N. P. Moss, Pres., Mr. Alcide Judice, and Dr. G. A. Martin as a committee representing the Lafayette Parish School Board.⁴¹

The board thoroughly discussed the plan proposed, after which the visiting committee was invited to the meeting. A general conference followed.

The following resolution by Dr. E. Regard was then offered and carried by a unanimous vote:

Whereas it is proposed to unite the supervision in the parishes of Avoyelles and Lafayette, and whereas this plan appeals to this board as described, therefore be it resolved that the proposal to Superintendent V. L. Roy, be hereby accepted and approved and that the plan be hereby adopted on trial to begin October 1, 1907.

Be it further resolved that in consideration of this arrangement the salary of the Superintendent be hereby reduced \$500 per annum and fixed at \$1500.00, provided Lafayette Parish pays Superintendent Roy an equal amount.

Be it further resolved that Mr. G. L. Porterie be hereby appointed to the office of assistant to the Superintendent at a salary of \$25.00 per month beginning today.⁴²

⁴¹ Ibid., p. 176.

⁴² Ibid., p. 177.

Mr. Roy was asked to make a statement at the next regular meeting of the Avoyelles Parish School Board concerning the new work. His comments were:

Since the inauguration of the present plan of supervision, I have given half of my time to the work in each parish, spending alternately one week in each parish. I find that the new plan involves considerably more work than does the superintendency of one parish alone. Also, the work is more arduous, requiring almost constant driving and absence from my home. Still the present plan gives more time for the most important work of the superintendent; that of supervision of the schools. . . .⁴³

In March 26, 1908 the board requested that Superintendent Roy make a statement about the work in the parish.

Mr. Roy had this to say:

On the night of Saturday, March 14, 1908 Mr. Joffrion invited me to his office and inquired whether I was holding the office of Superintendent of Schools in Lafayette Parish. I told him that I was. He informed me that as District Attorney he would file suit to have the office of Superintendent of Schools of Avoyelles Parish declared vacant from the date of October 1, 1907. This action would be based on the fact that the law does not permit dual office holding.⁴⁴

The question having arisen to my right to hold the two positions at the same time, and not wishing to be appearing ambitious to do so, and further being glad to withdraw from a position which had inflicted the greatest hardship on myself and my family, I resigned the position in Lafayette Parish March 25, 1908. They have accepted my resignation.⁴⁵

⁴³ Ibid., pp. 18, 19.

⁴⁴ Ibid., p. 22.

⁴⁵ Ibid.

The board accepted Mr. Roy's statement and re-instated him as superintendent at a salary of \$2,000 per year. The District Attorney was contacted and requested to withdraw the suit.⁴⁶

DEVELOPMENT OF THE HIGH SCHOOLS

The people of Avoyelles Parish were becoming more and more interested in education as new buildings were constructed and furnished with patented desks, library books, and other teaching equipment. Sentiment developed in favor of public education. The attitude of Mr. Roy and the school board caused people in densely populated communities to look toward improving their school facilities. Many became interested in providing secondary education facilities for the children of the community. They were willing to make sacrifices in order to meet the requirements set up by the State Department of Education for a "recognized" high school.⁴⁷

During session 1903-04, Marksville had the only high school in the parish. In 1904 Evergreen High School was recognized and Bunkie High School secured recognition in 1905. Petitions for the recognition or approval of high

⁴⁶ Ibid.

⁴⁷ Ibid., p. 23.

schools at Mansura and Moreauville were submitted but these schools failed to be approved. Plaucheville, Cottonport, and Bordelonville were maintaining schools of high school grade by July 9, 1908. The Hessmer School was to begin its high school work the following year. On October 8, 1908, Marksville, Evergreen, and Bunkie High Schools were falling below the requirements of the state in equipment and teaching force. The board authorized its president and Mr. Roy to visit the three communities and place the matter before them.⁴⁸

Interest was also developed during this period in vocational education. The school board adopted the following resolution on November 27, 1907:

Resolved that this Board is heartily in favor of House Bill No. 24575 relating to Technical and Secondary education in agriculture, mechanics, arts, and home economics, and that our representative in Congress, Hon. A. P. Pujo, as well as our two Senators, be requested to give their support to the passage of such bill.⁴⁹

Principals and the number of teachers assigned by the board on July 23, 1907, were: J. M. Barham, Principal of Marksville High School, with eight teachers on the faculty; G. L. Porterie, Principal of Mansura School, with three teachers on the faculty; William Freshwater, Principal of Moreauville School, with five teachers; W. J. Dunn,

⁴⁸Ibid., p. 25.

⁴⁹Ibid., p. 175.

Principal of Evergreen School, with four teachers on the faculty; and C. M. Hughes, Principal of Bunkie High School, with seven teachers on the faculty.⁵⁰

Three of the larger schools graduated students in 1908; namely, Marksville, Evergreen, and Bunkie. Mr. Roy made this report to the school board:

I beg to report for the first time in the history of education in Avoyelles, there will this month be a graduating class in each of the three high schools of the Parish. The following pupils graduating, to wit:-

Evergreen:

1. Robert Anatole Brown, 2. Thomas James Marshal,
3. Irvin Meredith Karpe, 4. Jos. Turner Morgan.

Bunkie:

1. Maude Boone Lyles.

Marksville:

1. Cilton Marc De Bellevue, 2. Joseph Phillip Domas, 3. Robert Marie Ducote, 4. Louise Garrot, 5. Eugenie Louise Gremillion, 6. Mary Freda Schlessinger, 7. Ethel Joseph Claverie.

I recommend that suitable resolutions be passed by your body to secure the recognition as high schools of the schools at Mansura and Moreauville.

These schools meet the requirements of the State Board in every respect and are now doing high school work.⁵¹

The school board promptly petitioned the state to give the schools named proper recognition.

⁵⁰Ibid., p. 145.

⁵¹Ibid., p. 224.

EQUIPMENT OF SCHOOLS

The board members during Mr. Roy's tenure not only centered their attention on new buildings but also secured modern equipment and teaching materials such as library books, maps, charts, globes, and laboratory apparatus for the high schools. Physics laboratory equipment was purchased for the high school at Marksville in 1907. In 1909 laboratory equipment was purchased for all three high schools. The school board spent \$1,133.66 on this equipment. The school board in 1905 encouraged the placing of needed equipment in the schools, offering to pay 25 per cent of the cost. Later, repairs were included in the offer.⁵²

Mr. Roy reported on February 19, 1906, that the following equipment had been ordered: 339 single desks, twelve teachers' desks, ten globes, and 364 running feet of blackboard.⁵³ On January 7, 1908, Mr. Roy reported the schools supplied as follows: thirty-two with improved boards, twenty-eight with globes, forty with maps and charts, and thirty with patented desks.⁵⁴

⁵²Ibid., p. 45.

⁵³Ibid., p. 73.

⁵⁴Ibid., p. 187.

LIBRARIES

A resolution was adopted on February 19, 1906, in which the school board agreed to contribute amounts equal to those raised by a school or teacher to purchase library books, not to exceed ten dollars per-room per-session.⁵⁵ Many teachers took advantage of the offer. The following excerpts from reports were submitted from time to time by Mr. Roy:

There were eighteen libraries established during the session 1905-1906. These contained approximately 829 volumes.⁵⁶

On January 13, 1906, the School Board purchased 829 volumes at a cost of \$304.26.⁵⁷

On July 23, 1907, thirty-four libraries were established, aggregating 1,787 volumes. There were in all 3,308 volumes. An additional order had been placed for seventy-eight dollars and fourteen cents.⁵⁸

On January 7, 1908, the number of volumes to date was 3,677, valued at \$1,250.76. Donations for books amounted to \$375.00.⁵⁹

During Mr. Roy's administration, libraries were added to the schools and teachers and patrons were encouraged to assist in improving them.

⁵⁵ Ibid., p. 73.

⁵⁷ Ibid., p. 146.

⁵⁹ Ibid., p. 102.

⁵⁶ Ibid.

⁵⁸ Ibid.

BEAUTIFICATION OF GROUNDS

Mr. Roy was vitally interested in all phases of school work. He not only improved the school buildings but he also gave attention to the beautification of the grounds. To attain his purpose, he enlisted the aid of teachers and patrons of the schools in an organization called "The Improvement League."⁶⁰

The board awarded a contract to Mr. Ferdinand Brouillette on January 7, 1908 to plant maples and oaks on the school grounds at twenty-five cents per tree. The expenses were to be defrayed by the schools from the incidental fees collected.⁶¹

In a report to the school board on July 9, 1908, Mr. Roy said that Arbor Day had been observed by the teachers, patrons, and pupils of the parish and that they had planted 450 trees and more than one thousand shrubs of different kinds to improve the appearance of the school sites.⁶²

NEGRO SCHOOLS

Under Superintendent Roy's administration the Negro schools were improved. Many of the Negro schools were consolidated. A few were built where the Negroes took the lead

⁶⁰
Ibid.

⁶¹Ibid., p. 187.

⁶²
Ibid., p. 247.

and made contributions which were matched by the school board.⁶³

As early as January 9, 1905, a committee was named by the board to locate and purchase a school site in Marks-ville. The site was purchased at a later date from Mr. E. B. Normand, and a resolution was adopted to erect a schoolhouse for the Negroes of Bunkie. The money used for the construction of the Negro school at Bunkie was to be set aside from a portion of the school tax of Bunkie equal to the amount paid by the Negro population.⁶⁴

In spite of adverse public sentiment, the school board made an effort to improve the schools for the Negro people in this parish. On July 9, 1908, correspondence between President J. H. Dillard of the Anna T. Jeannes Foundation and Mr. Roy was presented to the board. This letter showed the disposition and readiness of the Jeannes Board to inaugurate manual training in one of the Negro schools of the parish. It was explained that the plan in view required the consolidation of some of the Negro schools to bring a sufficient number of pupils into one school and that the Jeannes Board would supply the teacher of manual training and domestic science and pay his salary.⁶⁵

⁶³Ibid., p. 49.

⁶⁴Ibid., p. 53.

⁶⁵Ibid.

The school board approved the movement to correlate instruction in manual training and domestic science for the Negro youth in the parish jointly with the public-school work. The matter was referred to the superintendent, to whom was given the authority to consolidate such schools as the plan in his judgment might require, and to take steps necessary to "carry the movement."⁶⁶ The school was not established.

The enrollment for Negro schools varied from year to year. There were 1,418 Negro children enrolled in 1904; 1,779 in 1905; 1,623 in 1906; 1,393 in 1907; and 1,617 in 1908. This variation was attributed to the migration of Negroes in school districts, to the lack of funds in some years, and to the indifference of the Negroes in some sections of the parish.⁶⁷

The average monthly salary for Negro teachers was \$21.00-28.00 (see Table X, p. 61). The school sessions were short, the average being one and one-half months in the 1904 session and six and one-fourth months in the 1908 session. In schools having short sessions, a teacher was permitted to teach in two schools during the same year. Teachers were occasionally employed to teach in two schools, because of the shortage of qualified teachers.⁶⁸

Mr. Roy and the board moved cautiously regarding the building of Negro schools since the white population

⁶⁶ Ibid.

⁶⁷ Ibid., p. 54

⁶⁸ Ibid.

was not sympathetic towards Negro education. The Negro schools in many sections of the parish were opened in churches or shacks built by the Negroes or by some of their religious organizations on the same plot with the church. However, the school board encouraged them to purchase sites on which to erect their school buildings.⁶⁹

PRIVATE SCHOOLS

During the administration of Mr. Roy, ministers and supporters of the private schools were much opposed to the superintendent's building and expansion program. Some ministers made public education a subject or a part of their Sunday sermons and bitterly attacked those in favor of public education. In 1905, there were twenty white private schools which employed thirty-three teachers and had an enrollment of 937.⁷⁰

BOYS' CORN CLUB

While Mr. Roy was Superintendent of Schools in Avoyelles Parish, he began a project which attracted national attention. The organization of corn clubs for boys was a project which he so competently guided. The idea was not original but was of great interest to him. Events were occurring in other parts of the nation which attracted his attention.

⁶⁹ Ibid.

⁷⁰ Ibid.

⁷¹ Ibid.

THE RURAL YOUTH OF AMERICA

Shortly after 1900, the situation created by agricultural colleges, Farmers' Institutes, school teachers, and educational philosophers was such that a youth phase of an Extension program was almost certain to appear. In this situation, public-spirited people in many places began home project programs for rural youth. Thus, many communities believe they were the birthplace of the 4-H clubs. Working out their ideas independently, they were unaware that programs similar to theirs were being "simultaneously discovered" elsewhere.⁷²

Most of these early movements were efforts to improve the one-room schools and their methods. The idea of organized youth work on agricultural projects was advanced by Liberty Hyde Bailey through his Junior Naturalist Club in the latter part of the 19th century.⁷³

To better understand the initiation of this work with rural young people of Louisiana, the reader should first view the activities of the entire nation. This will give a helpful background for the history of club work in Louisiana.

⁷²Orin F. Foster, 4-H Club Work in Louisiana (Baton Rouge: Agricultural Extension Service, Louisiana State University, 1962), p. 2.

⁷³Ibid., p.3.

THE MIDDLE WEST PIONEERS

Will B. Otwell, president of the county institute in Macoupin County, Illinois, made two attempts in 1898-1899 to get adult farmers together for a meeting on farm subjects. Experiencing failure, he decided to appeal to boys.⁷⁴

He obtained a supply of good seed corn and then publicly announced a free sample to any boy under the age of eighteen who would send in his name. Five-hundred boys and give-hundred farmers attended the initial meeting held in the spring of 1900 to receive the corn seed.⁷⁵

O. J. Kern was superintendent of schools in Winnebago County, Illinois. He was much more interested in developing students than corn. He wanted a more practical education for the boys. With the help of the College of Agriculture of that state, and the Farmers' Institute, he organized a boys' Experiment Club. His work started in 1902 and he was very successful in organizing boys and girls' corn and sugar beet clubs.⁷⁶

A. B. Graham, in Springfield, Ohio, noticed that manual training had done wonders for the boys and girls in his one-room schools.

⁷⁴Ibid., p. 4

⁷⁵Ibid.

⁷⁶Ibid.

Graham then formed a boys' and girls' Experiment Club which held monthly meetings. Their different kinds of work included soil testing, knot tying, rope splicing, and use of the microscope. This club then grew into corn clubs, garden clubs, and really a "live-at-home" program. Thus, another county was well under way to better agriculture under the direction of a pioneer.⁷⁷

THE SOUTH FOLLOWS CLOSELY

In 1903 Farm and Ranch, a Texas magazine, promoted corn contests for boys. Two years later, G. C. Adams, county school commissioner, Newton County, Georgia, sponsored corn contests for boys.⁷⁸

Holmes County, Mississippi, had the first representative of the Farmers' Cooperative Demonstration Work to participate in boys' corn contests. This man was W. H. Smith, superintendent of schools, who later became president of Mississippi Agricultural and Mechanical College.

Mr. Roy wrote a detailed account of his work with corn clubs in the Louisiana School Review.

To Superintendent O. J. Kern of Winnebago County, Illinois, I owe my interest in corn clubs. At the Louisville meeting of the Superintendents' Department of the

⁷⁷Ibid., p. 3.

⁷⁸Ibid., p. 4.

National Educational Association, in 1906, I met Mr. Kern. Since then I have been in touch with his work, through his reports and personal reviews. My determination to organize the Avoyelles Corn Club was formed at the Superintendent's Conference the following year, December, 1907.

A rather extensive correspondence preceded the organization of our club. From Superintendent W. H. Smith, Holmes County, Massachusetts, circulars were received bearing on the origin of the Holmes County Club and the manner of its development. Inquiries addressed to Dr. W. R. Dodson as to best dealers from whom to buy high-bred seed corn led to a correspondence and plans whereby Dr. Dodson visited all our large town schools prior to the organization of the club, thus touching 1,500 of our pupils, discussing agriculture in general and corn in particular, and entertaining pupils and patrons with splendid addresses illustrating by stereopticon views. The schools thus visited were Marksville, Mansura, Moreauville, Plaucheville, Cottonport, Evergreen and Bunkie. Applications to the National Department of Agriculture for free seed to be distributed to the members of the club failed; but, requests made of Colonel Charles Schuler for premiums to be offered by the State Department of Agriculture led to a proffer of free seed and liberal premiums.⁷⁹

In one of the letters from the National Department of Agriculture, the following directions appeared:

(The boys should be required to keep a diary and accurate data of the work, time of planting, number of times ploughed, hoed, etc., and the yield per acre.)

Meanwhile the organization of the Avoyelles club was discussed in the official paper of the Parish School Board, and plans formulated at one of the parish institutes, where all our teachers were present. Through this means every teacher in the parish was fully informed as to the organization.⁸⁰

⁷⁹ V. L. Roy, "Corn Clubs in the Public Schools," Louisiana School Review, Vol. XVI (December, 1908), p. 15.

⁸⁰ Ibid.

On January 27, 1908, a circular letter was sent to every white teacher in the parish, parts of the letter being as follows:

A corn club is to be organized among the public school boys of Avoyelles Parish on February 8, 1908. All boys who want to join the club will meet at the Moreauville School building at 9:30 a.m. on that day. Many can drive; others can go by train; and every one should carry his lunch.

The object of the club is to get the boys to grow high-bred corn. The seed will be furnished free by the State Department of Agriculture. At the Parish Fair, in October, every boy will exhibit his best corn, and liberal premiums will be awarded.

At the Moreauville meeting Dr. W. R. Dodson of the Louisiana Experiment Stations will tell the boys all about corn and how to grow it. In fact, the whole day will be given to instructing the boys as to how to proceed in the work.

I have ordered sent to your address several bulletins on corn. Please study these and teach their contents to your boys, and lend them out to them.

The club will involve no expense in dues or fees; we only ask the boys to meet with us, and promise them an enjoyable and profitable day. Kindly discuss the matter fully with your boys and interest as many as you can. Come to the meeting yourself with the boys, if you possibly can. I will depend on you to help in this good work.

On Monday next, please send me the names of all your boys who will be at the Moreauville meeting.⁸¹

Mr. Roy took no chances on a poor attendance at the first meeting. He contacted his good friend, Mr. Pearsall, at the train station and asked if he could get the boys to

⁸¹Ibid., p. 16.

Moreauville in February 8, 1908. Mr. Pearsall chartered a special train for the purpose. The railroad was formed in the shape of the letter "U," touching practically every community in the parish. He promised to pick up the boys in the morning and return them in the afternoon.⁸²

The free train ride put a gala touch on the event. For many boys this was their first train ride. In Moreauville they heard Dr. Dodson and his assistant explain how to plow, plant, and cultivate corn according to the latest and best procedure. They were instructed to plant a measured half acre using the seed corn given them. They were given one peck of Shaw's Improved seed corn.⁸³

The lessons of the day were concluded with a most instructive talk on corn judging and the score card. Numerous varieties of high-bred corn were exhibited and the more fundamental principles of corn judging discussed. Here, also, Dr. Dodson offered a premium of \$5 to the boy who, at the Parish Fair, in October, would display the greatest ability in judging corn. After an enthusiastic session, the meeting adjourned.⁸⁴

⁸²Franklin M. Reck, The 4-H Club Story (Ames: The Iowa State College Press, 1951), p. 57.

⁸³Ibid., p. 59.

⁸⁴Louisiana School Review, op. cit., p. 16.

The parents of club members received benefits from the project. Mr. Roy related parents' reactions:

From the first, the greatest interest was shown in the work of the club by the fathers and friends of the boys; information was sought by farmers interested upon all phases of corn culture; and for the first time in the lives of many farmers the significance of high-bred seed began to dawn upon them. At all times, Mr. Roy was able to get the most interested audiences among farmers upon the work of the club. It is true, perhaps, that with some the main incentive lay in the premiums which their boys might win; but, in the main, the interest came from a sort of embryonic realization that here was a movement that might mean profit to the farmer, better modes of culture, and, ultimately an uplift for our agricultural population. Men whom our splendid farmers' institutes have been unable to reach, have had their zeal quickened by the club and its work; men who, through ignorance and prejudice, have spurned the advice and instructions of our experts in agriculture, stock breeding, veterinary science, are now reached by the simple work of the corn club. For the first time in their farming experience, a hundred or more of our farmers are finding a real joy in the growing of corn: the labor required is no more mere drudgery, and in their work they find the pleasure and elation that comes to the scientist, even when he treads the lower rung of the ladder.

The preliminary work of organization, distribution of seed, planting, etc., having been accomplished, the premium list was then taken up, with a view to outlining it definitely. Correspondence with Colonel Schuler and Dr. Dodson settled the matter of State premiums. On August 3 the police jury of Avoyelles refused to make an appropriation of \$500 for the Avoyelles Parish Fair, but very generously contributed the sum of \$50 for premiums to the club. It was feared that the parish fair would be abandoned for lack of funds and that this might interfere with the success of the club; but the directors of the fair raised \$500 by private subscription, which insured the holding of the fair. The parish fair also contributed \$10 for premiums to the club. As finally outlined, the following amounts were available as premiums:

Police jury, Avoyelles Parish	\$50
Avoyelles Parish Fair	10
State premiums at fair	23
Dr. W. R. Dodson, director	<u>15</u>
Total	\$98

These premiums were distributed as follows, to-wit:

First premium, individual exhibit	\$15
Second premium, individual exhibit	6
Ten premiums, commendable exhibits, \$2.50 each . .	25
Eight premiums, commendable exhibits, \$1.50 each .	12
Five premiums, commendable exhibits, \$1.00 each .	5
First premium, best essay, corn culture	5
Second premium, second best essay, corn culture . .	3
Third premium, third best essay, corn culture . . .	2
Premium for best corn judging	5
Premium for greatest yield	<u>10</u>
Total	\$98

This gives a total of thirty-one premiums, all of which were awarded to different boys, excepting the premiums for best essays, which have not been distributed, and which will probably be held as premiums for 1909.⁸⁵

During the spring and summer the superintendent kept in touch with the work of scores of members of the club. Through the columns of the official journal of the School Board, directions were given to the boys and the interest was maintained. Later in the summer the Director of the Experiment Stations sent out a most valuable and instructive circular letter to every member of the club. The purpose of the letter was to offer suggestions for selecting corn exhibits. However, it gave such valuable information on corn judging that it is here reproduced:

⁸⁵Op. cit., January, 1909, p. 29.

In the absence of prescribed rules by which the judges of the corn contest are to be governed, a definite statement of points on which the exhibits will be scored can not be made. It is presumed that the judges will be guided by the same general principles that govern in corn contests, where special attention has been devoted to the subject, and the following suggestions are made in accordance therewith. It is the duty of the judge to determine which is the best corn; meaning by that, the corn which will yield the greatest profit per acre.

(1) Ears should not be excessively long, about 8-1/2 or 9-1/2 inches is a desirable length.

(2) Shape should be gradually tapering from butt to tip, or cylindrical.

(3) Color should be uniform, avoiding mixed grains as far as possible.

(4) Ears should be well matured, free from rot or insect injury, and firm on the cob, to present best marketable condition.

(5) Tips should not be too tapering, and the less amount of cob exposed the better. Do not break off the tip of the cob; if it is broken the presumption is that it was bad.

(6) The butt should show a good depression and be evenly rounded when the shank is broken off. Remove the shank well, so as to display the butt.

(7) The furrow between the rows should be narrow, having the grains touch margins to as near the end of the grain as possible. Space between the rows next the cob is objectionable.

(8) Cobs should not be too large nor excessively small.

(9) Grains should be approximately uniform in size, shape and color, with a moderately large chit or heart.

(10) The rows of grains should be straight or slightly "twisted" on the cob.

(11) Moderate hardness of grain is important. If the grain is too soft, it is easy prey for the weevil. If

it is hard enough to be weevil-proof, it is too hard for best horse feed. The true type of Shaw's improved, which was sent to the boys belonging to the Corn Clubs, comes near a desirable medium of hardness.

(12) In preparing the exhibit for transportation wrap each ear securely in paper, and put in enough packing to ensure safety from injury.

(13) Weevils may be killed, or kept away by use of carbon bisulphide, which can be secured at any drug store. The corn can be put in a tight vessel of any kind and covered with a heavy cloth, and the bisulphide poured in a small cup, and put on top of the corn, using a tablespoonful to a bushel of corn. The vessel should be covered for 24 hours. Should large quantities of the bisulphide be used and allowed to act more than 24 hours, the germinating power of the grain may be destroyed. No light of any kind should be brought close to the carbon bisulphide, as it is explosive.

(14) It is best to remove all silks from the ears; ten ears generally constitute an exhibit, but local people may impose special rules regarding the amount required for an exhibit.⁸⁶

On August 4, a circular was sent out from the superintendent's office to every member of the club, giving detailed information as to premiums, date of the fair, manner and time of sending exhibits. The following are excerpts from this letter:

Dr. W. R. Dodson will buy at \$3 per bushel all the corn of the boy that makes the greatest yield. Hence, the winner of that premium, if he makes 25 bushels, will get \$75 for his corn besides the premium.

All the boys of the club are asked not to sell their corn at less than \$2 per bushel. This is the price it brings in other parts of the country, and it is fully worth \$2.

I will expect, in answer to this circular letter, to get a postal card or letter from every member of the

⁸⁶Ibid., p. 31.

club who has raised corn or who will make an exhibit. I should be glad to have you tell me about your corn, its history, and your success.⁸⁷

The premium for greatest yield was to be determined by an agent of the Experiment Stations who was to make a survey of the parish with the superintendent and estimate the yield of each plot. This plan, however, could not be carried out and the following was adopted: Each boy entering the contest was to harvest all his corn in the presence of a trustworthy witness and was to measure it. The directions for measuring were as follows: "Leave shucks on; remove shanks; fill flour barrel full; shake vigorously half a minute; fill level and repeat shake; finally fill level."⁸⁸ The yield of each plot, together with the size of the plot, was to be certified by the club member and the witness. The plan worked out very satisfactorily.⁸⁹

In the fall of 1908 the results of the boys' labors were displayed. Mr. Roy gave this account:

The parish fair took place October 21-24, and the exhibits of the club members were received on the first day, in accordance with a strict rule made. Forty-eight boys made exhibits, representing twenty-one schools. This was within one of 25 per cent of the membership. Among the reasons why the other 25 per cent did not exhibit are the following: Failure of crop on account of overflow and transpiration; distance of members from parish seat; failure to appreciate the real purpose and

⁸⁷Ibid., p. 31.

⁸⁸Ibid.

⁸⁹Ibid.

plan of the club. For example, one rural school was represented by three exhibits; two of them carried off premiums; others who had failed to send in their exhibits and who claimed to have better corn than the exhibitors were disappointed beyond description when the results were announced.

The club exhibits were installed in two booths reserved for the purpose in the Agricultural Hall of the fair. There were altogether nearly 1,500 ears on exhibit, every boy having been required to send thirty ears. Never in the history of the parish or of the fair had there been seen such a display of corn, every ear of which was a credit to the boys of the club; nor has any other exhibit ever elicited such interest as did this one. It is needless to add that every opportunity offered was made use of in talking up corn to the farmers at the fair.

Dr. Dodson, being unable to attend the fair, was represented by Prof. Albert F. Kidder of the State University, a graduate of the Agricultural College of the University of Illinois, who judged the exhibits. This was an all-day task. First, the best ten ears of each exhibit were selected and set out on tables and shelves (a photograph of a corner of the exhibit was taken at this stage). Then the twenty-six best exhibits were chosen, and from these the best ten; these in turn were scored in accordance with the score card used by Professor Kidder at the State University. From these, the first, second and third premiums were selected, and all other premiums awarded.⁹⁰

The premiums awarded to the Avoyelles Corn Club at the Parish Fair on October 23, 1908, by Professor Kidder were as follows: First premium, \$15, to Lones Gaspart; second, \$10, to J. Rene Couvillion; third, \$6, to Jules S. Guilbeau; \$2.50 premiums were awarded to each of ten boys; \$1.50 premiums to each of eight boys; and \$1 to each of five members of the club. The premium of \$5 offered by Dr. Dodson

⁹⁰Ibid., p. 32.

was for the greatest ability to judge corn. Four boys entered the competition; Albert Gremillion was the winner. Master Valley Bordelon won the \$10 premium for greatest yield, which was 50 barrels to the acre, equivalent to about 60 bushels. This yield was fully four times as great as the average for the farmers of Avoyelles Parish and goes to show what a vast improvement in yield may reasonably be expected by the farmer.⁹¹

After the fair was over Mr. Roy began to evaluate the Corn Club. Here are some of his thoughts on the subject:

It may be well to pause here and consider briefly the economic significance of a movement such as this corn club is, which may result in a large increase in production of one of our great staple crops. In Avoyelles there were planted in corn during 1908 approximately 60,000 acres of land, about one-third of which consisted of prairie and hill lands. A liberal estimate of the average yield, based upon the judgment of leading farmers and business men, places it at 15 bushels per acre for the year 1908, or about 900,000 bushels for the entire parish. Now, it is asserted that the corn club movement in this parish should result within the next two years in an increase of not less than five bushels per acre. It is probable that the corn acreage will be greatly augmented during the coming season; but, assuming that it is not, such an increase in production would still mean 300,000 additional bushels for the farmers of the parish during the coming year. At 60 cents per bushel, the minimum price at which our farmers have been buying western corn, this amounts to \$180,000, which is ⁶⁰ per cent more than all the taxes paid by the parish.⁹²

This estimate is not chimerical at all. Recently an intelligent farmer, who was interested in the work of two boys of the club, asserted confidently that, if two acres of land of the same kind of fertility were planted, one with home seed and the other with 'Shaw's Improved,'

⁹¹Ibid., p. 13.

⁹²Ibid.

and were cultivated in identical ways, the latter would yield not less than five bushels more than the former. But, any increase that might result from high bred seed is but a small part of the dividend that we hope to draw as a result of the work of the club.⁹³

For one thing, we look for a more intelligent understanding and appreciation of pure bred seed of whatever sort. To illustrate: A farmer recently came to my office and discussed the work of his three boys, who are members of the club. He stated that the interest they had taken in corn culture was most gratifying to him, and that this interest was extending to other crops, and gave me the following report of the efforts of his boys: Together they had planted one acre with Shaw's Improved seed, and near by, on the same sort of land, he planted an acre with crib-selected seed. The same fertilizers were used on both plats and the same care and work given to each. When the harvest came, he gathered from his plat half a wagon load of corn and the boys gathered a full load of a better quality of corn. This means a double yield resulting solely from the quality of the seed used. He then made a statement, the substance of which is as follows: 'I have never before understood the meaning of high bred seed, although I have been farming for 30 years, and I now have come to realize that breeding means as much in the case of plants as in animals. I have known that a Jersey cow is a better investment as a milk and butter proposition than a scrub cow, but I did not know that the same thing was true about plants.

The statement of this practically illiterate farmer disclosed to me more forcibly than anything else that I have heard what vast possibilities for good lie in the humble efforts of our corn club. Such a conviction as that expressed by this farmer means more to the future wealth and prosperity of our people when it has been implanted in the farmers of our parish than can be estimated.

In conclusion, I may be permitted to say that after a year's work with the Avoyelles Corn Club, attending to every detail of its inauguration and management, I am

⁹³
Ibid., p. 14.

fully convinced that it offers a most excellent field for the expenditure of energy on the part of the superintendent and the teacher. Particularly at this time is it important that the school authorities should exert every effort of which they are capable in cooperating with our farmers in their endeavors to surmount the obstructions to agricultural success which the boll weevil offers. Aside, however from the direct economic worth of the corn club movement, I find that it is a powerful coadjutor of the experiment stations and other activities making for more intelligent farming. In addition, it has an educational value to both pupil and parent that means a great deal in the way of uplift to our farming population; it creates such an interest in the growth of the crop studied and grown that pleasure begins to take the place of drudgery, and an aesthetic element enters into at least a part of the farmer's activity.⁹⁴

The organization of the clubs for 1909 was begun on February sixth. A circular was mailed by Mr. Roy to every school principal in his parish. It gave all the necessary information for becoming a member of the club. The session met at 9:00 a.m. in the auditorium of the Marksville High School.⁹⁵

Thirty-two schools were represented at this meeting. This number was an increase of thirteen schools more than in 1908. The enrollment reached 398 for 1909. The attendance was so large that all of the four hundred opera chairs were occupied and many chairs had to be brought in. Many farmers accompanied their sons because they were interested in the work of the club.⁹⁶

⁹⁴Ibid., p. 17.

⁹⁵Ibid.

⁹⁶Ibid., March, 1909, p. 9.

The instructions were given by Professor A. F. Kidder of Louisiana State University. He discussed the following topics: significance of the club, the study involved, and judging corn exhibits.

One hundred eighty boys were supplied with seed corn. The amount of seed per member was two quarts.⁹⁷

The role of the parish superintendent in this program was of extreme importance. He studied the subject of club management from bulletins issued by the Department of Agriculture, Washington, D.C., as well as publications from the state agencies. He kept teachers and members informed by issuing circulars bearing on all phases of the work. Samples of high bred corn were maintained in the parish superintendent's office. Many farmers discussed corn growing; they liked to handle the ears, feel them, and observe the size of the ears. Samples were also dispersed among the various teachers for the boys to see. Some of the samples were Shaw's Improved, Funk's Yellow Dent, Boone County special, and Gold Standard Leaming.⁹⁸

Because of the keen interest in improving farming conditions in Avoyelles Parish and because of his expert knowledge and ability to initiate and successfully complete such an important task, Mr. Roy was recognized as a person

⁹⁷Ibid., p. 13.

⁹⁸Ibid., p. 13.

of outstanding supervisory capacity.⁹⁹

RESIGNATION

Mr. V. L. Roy resigned as superintendent of schools in Avoyelles Parish to accept a position as State Corn Club Agent on September 1, 1909. The school board adopted the following resolution, which expressed the sentiment of the people:

Resolved that we accept the resignation of V. L. Roy as Superintendent of the public schools of this parish and hereby order his bond cancelled. In doing this, however, we deem it but just to express our sincere regrets for the severance of his relations with this Board and his retirement from the field of labor which he has filled with so much credit to himself and satisfaction of the people.

Elected to the position five years ago, when Louisiana was just awakening from an educational apathy, he at once took the most advanced position in the cause and by his zeal and unremitting energy and his tact and executive ability he has created a sentiment in our midst in favor of public education, which has attracted statewide attention and has placed our parish in the foremost rank in the cause.

In parting we wish to give him the assurance of our confidence and appreciation of his public service and to express the wish that he may have success and prosperity in his new field.¹⁰⁰

STATE CLUB AGENT

At the beginning of 1909-1910 school year, membership of the boys' corn clubs of the state was 1,129. The program had reached such proportions and its implications

⁹⁹Ibid.

¹⁰⁰Ibid., p. 77-78.

as an educational force had become so impressive that a more effective system of organization seemed essential. School officials, however, were not always willing to embark on such a program. It was then that the agricultural colleges offered cooperation in supplying direct financial and administrative assistance. 101

Agreements were entered into between the colleges and the Department of Agriculture, Washington, D.C. Dr. S. A. Knapp was the head of this department. The agreements provided:

That the object shall be to promote agriculture in the state by aiding and encouraging demonstrations of agriculture at public schools and other educational institutions, etc. The agent imployed shall be selected, and his work jointly planned by Dr. S. A. Knapp and the authorized representative of the college. His salary and expenses, including any clerical assistants, are to be paid in the same way. The work to be performed by this demonstration expert during the coming season shall include demonstrations in agriculture; but in no case is this agent to do regular teaching in the college, his whole time being devoted to such demonstration work as may be educational and helpful to the farmer.102

Under this agreement, on recommendation of Dr. Dodson, Mr. V. L. Roy was given the first appointment as club agent in the state on September 1, 1909. He remained in this position until 1911. He was succeeded by Professor

101
Ibid.

102
Fred W. Williamson, Origin & Growth of Ariculture 1860-1948 (Baton Rouge: Louisiana State University, Division of Agricultural Extension, 1951), p. 58.

E. S. Richardson who served as state club agent until 1919. Under both leaders the boys' club work expended rapidly. During 1910 virtually every parish given to the cultivation of corn was participating in the movement and membership has grown to an official enrollment of 4672 boys. Merchants had become impressed with the economic significance of the plan and offered awards for the best displays by clubs and individual members. ¹⁰³

THE AGRICULTURAL TRAIN

Organization of the boys' club work stimulated widespread public interest in the state's agricultural possibilities and led to the inauguration of "agricultural train" demonstration tours. The agricultural train as means of telling the story of better farming was by no means new. The idea originated in Northern and Eastern sections of the country but in Louisiana at this time it was developed on a scale that transcended anything previously attempted anywhere. The project was conducted through the cooperation of the State Bureau of Agriculture, the Experiment Station of the Agricultural College, and the various railroads operating in Louisiana.¹⁰⁴

The Theme of the demonstration trains was the importance of a diversified system of agriculture. The

¹⁰³ Ibid.

¹⁰⁴ Ibid., p. 59.

exhibits covered every phase of farming in Louisiana. The railroads provided special trains for the transportation of the exhibits as well as for the accommodation of lecturers and demonstrators from the Agricultural College, who told the story to thousands gathered at appointed stopping places along the right of way. The chief substance of the story was the work done by the boys' corn clubs and exhibits which included displays of the products grown by these groups.¹⁰⁵

The first of the trains, operating during early January of 1910, covered more than 1000 miles of railway line. Forty-one meetings were held at as many places, with a total attendance of approximately 55,000 people. The train carried two carloads of improved agricultural implements, a carload of beef and dairy cattle, and a third car loaded with purebred hogs. A passenger coach was transformed into a general exhibit car for the display of farm crops, fruits, vegetables, and fiber crops grown mostly at the Experiment stations. A standard sleeper and dining car were provided for lecturers and demonstrators who lived on the train throughout the tour. The railroads provided the working crews, including porters and cooks who served the passengers.¹⁰⁶

In 1911 the demonstration train idea was expanded under the direction of E. S. Richardson, the newly appointed

¹⁰⁵Ibid., p. 60.

¹⁰⁶Ibid., p. 61.

state club agent. The success of the previous year created so much interest that every railroad line operating in Louisiana furnished facilities to carry the demonstrations into every section of the state. Personnel from the Agricultural College, the State Department of Education, as well as home economics teachers from Centenary College, Shreveport, Louisiana Industrial Institute, Ruston, and others participated. The project covered a period of three months, the trains halting a day at each scheduled stop. Demonstrations included methods of planting and cultivating corn and forage crops; also, information on control of diseases of animals and plants were discussed.¹⁰⁷

Mr. Roy wrote these thoughts about the corn clubs:

While I was Corn Club Agent of Louisiana, the agents from the entire south were called to Washington by our leader, Dr. Seaman U. Knapp. At one of the convention dinners, Dr. Knapp first outlined to us his vision of 4-H clubs for all the states. He explained what each H would stand for.¹⁰⁸

AGRICULTURE IN LOUISIANA SCHOOLS

The importance of instructors in agriculture in the public schools had been recognized for many years by progressive educators and the intelligent citizenry of Louisiana. Mr. Roy began his work as State Club Agent by urging schools to include agriculture in their curriculums. In one

¹⁰⁷ Ibid.

¹⁰⁸ V. L. Roy. Personal papers . . . op. cit., pp. 10-11.

of his messages to the schools he asked for elementary teachers to teach agriculture to their pupils:

Too many teachers, feeling the need of better scholarship in the common branches and desiring to raise the grades of their respective certificates, have wholly neglected to elect agriculture as a subject of study at summer schools.¹⁰⁹

It is impossible to know with any degree of accuracy what proportion of the more than six thousand teachers of Louisiana has received any appreciable training in agriculture; but a study, based on a rather thorough acquaintance with school affairs in the State, leads the writer to estimate that not more than fifty to sixty per cent of the teachers whose duty it is to give instruction in agriculture have received even some measure of such training. This indicates that thousands of pupils who, under present regulations, should be taught elementary agriculture in the seventh grade, are left wholly ignorant of this subject on account of a lack of training in the teacher. These pupils annually pass into the high school or leave school altogether, unlearned in that branch of knowledge which bears directly upon the occupation of a vast majority of the people of the State. In view of this situation, it would seem to be wise on the part of the State Institute Board to make mandatory the study of agriculture at the 1911 summer schools by all rural school and seventh grade teachers in attendance, and not to issue certificates of credits to such teachers if they fail to pursue the course in elementary agriculture or some other phase of the subject approved by the conductor of the summer school. There appears nothing drastic in such a plan, and it would very largely tend to remove, within a few years, the most serious bar to agricultural instruction in the grades--the lack of qualification on the part of teachers.¹¹⁰

AGRICULTURE IN HIGH SCHOOLS DURING 1909-1910

Concerning agriculture in secondary schools, Mr. Roy said:

¹⁰⁹Louisiana School Review 1910-1911, Vol. XVII (April, 1910), p. 356.

¹¹⁰Ibid., p. 357.

In the field of secondary education, distinct progress has been made during the last year and a half. This work was planned more carefully than that of the grammar school grades discussed above, and it has been inaugurated under more favorable conditions. It should be stated here, however, that not all the schools in Louisiana that have so-called 'departments of agriculture' are on the list of approved high schools; but the agricultural instruction in all such schools is, at least partly, of such a degree of advancement as to warrant its being placed in the field of secondary education.

During the session 1909-1910 departments of agriculture were established in the following nine schools: Oak Grove, Ascension Parish; Bunkie, Avoyelles Parish; Arcadia, Bienville Parish; Merryville, Calcasieu Parish; Arizona, Claiborne Parish; Stonewall, DeSoto Parish; Jacoby, Pointe Coupee Parish; Bellview, Vernon Parish; and Dodson, Winn Parish. At each of these schools the instruction in agriculture was given by a graduate of a State college of agriculture. No special aid in the way of appropriations was given to the schools for the work in agriculture; and hence no rules could be laid down as to the equipment each school should have. The recommendations, however, were that the following should be put into each school: A five-acre farm, properly fenced; a suitable barn, implements, garden tools, carpentry tools, and a horse; science apparatus, including a supply for instruction in elementary agriculture. During the year 146 pupils were enrolled in the agricultural classes of these schools, and the work was uniformly successful.¹¹¹

PROGRESS DURING THE 1910-1911 SESSION

During the summer of 1910 the agricultural departments in the schools at Jacoby and Arcadia were discontinued; the attendance at the former did not justify the expense of an instructor and it was found impossible to carry on the work of the latter on account of lack of support on

¹¹¹Ibid., p. 358.

the part of the parish authorities. The department at Bunkie was transferred to Marksville and a special tax was voted to insure proper maintenance.

At the beginning of the 1910-11 session the following additional schools requested recognition of their agricultural departments: Ebenezer, Arcadia Parish; Verda, Grant Parish; Eros, Jackson Parish; Calhoun, Ouachita Parish; Grand Prairie, St. Landry Parish; St. Martinsville, St. Martin Parish; Chesbrough, Tangipahoa Parish; Gueydan, Vermilion Parish; Rio, Washington Parish; and Minden, Webster Parish. Mr. Roy properly recognized these schools.¹¹²

At the general session of the Louisiana Legislature for 1910, an appropriation of \$25,000 per annum for the years 1910 and 1911 was made to aid in the establishment of agricultural departments in Louisiana schools. The State Department of Education decided to limit the number of schools that could establish such departments for the current session and imposed the following requirements:¹¹³

REQUIREMENTS OF AGRICULTURAL DEPARTMENTS

a. Each school must have a farm of five acres suitably fenced, and just have an option on an additional five acres.

b. It must employ an agricultural college graduate to teach agriculture, and his term of employment must be twelve months.

¹¹²Ibid.

¹¹³Ibid., p. 359.

c. The school must own the following: A horse, apparatus for instruction in soils and elementary agriculture, \$100; farm implements, \$140; carpentry tools, \$40.

d. A barn must be erected on the farm in accordance with plans and specifications supplied by the State Superintendent.¹¹⁴

Practically all of this equipment was installed in each of the seventeen schools on the list and the progress thus far made was eminently satisfactory.

AGRICULTURAL COURSE OF STUDY

During the summer of 1910, the State Superintendent issued a pamphlet, prepared by Mr. Roy, the title of which was "Course of Study for Departments of Agriculture and Home Economics in Louisiana High Schools." The syllabi of courses in home economics contained in this pamphlet were written by Miss Theo Fenton, of Madison, Wisconsin, and those in shop practice and construction work by Professor H. C. Bond, Director of Arts and Crafts, Southwestern Louisiana Industrial Institute, Lafayette, Louisiana.¹¹⁵

The agricultural course, as outlined in the manual, extended through four years and comprised the following agricultural subjects: elementary general agriculture, farm arithmetic, farm crops, entomology, soils and fertilizers,

¹¹⁴Ibid., p. 359.

¹¹⁵Ibid.

horticulture, farm animals, dairying, farm engineering and management, and rural law. Shop and field practice was required from four to six hours per week throughout the course. The classroom instruction given in each subject was accompanied by laboratory work and practicums; and the field work of each class was arranged as a complement to the subject studied. At each school those crops were grown that were of greatest importance to the locality. Systems of crop rotation was planned, and carried on for a number of years. Each school was required to devote a part of the field to vegetable gardening.¹¹⁶

SYSTEM OF SECONDARY AGRICULTURAL SCHOOLS

Agricultural education in secondary schools was inaugurated differently in different states. In some schools, agriculture was taught only incidentally to other science; in others, it was taught as a separate subject during a term or an entire session. In such instances as these, sufficient prominence was not given to the subject to warrant designating these as agricultural schools or high schools with agricultural departments. Properly speaking, only those schools were termed agricultural schools that offered three or four year courses, employed several

¹¹⁶Ibid., p. 360.

instructors for the different divisions of the subject, and made the teaching of agriculture the most prominent feature of the instruction offered to male pupils. This was true of eleven agricultural schools of Georgia, nine district schools of Alabama, the country schools of agriculture of Wisconsin, and others.¹¹⁷

Following the nomenclature employed by Mr. Dick J. Crosby, specialist in agricultural education of the National Department of Agriculture, the seventeen schools of Louisiana, then established and called agricultural schools, were designated as "schools (or high schools) with departments of agriculture." For, while instruction in agriculture in these schools was prominent, it was not given as much time on the daily program as was done in the agricultural schools proper. This could not be done, unless more than one instructor in agriculture was employed in each school.¹¹⁸

MERITS OF THE LOUISIANA PLAN

The plan of organization adopted for agricultural departments in Louisiana schools included using the school plant and equipment already in existence. When a separate and purely agricultural school was established, large outlays had to be made for land, buildings, apparatus,

¹¹⁷Ibid.

¹¹⁸Ibid., p. 361.

implements, and general equipment. The difficulty of this expenditure is shown by the fact that the eleven congressional district agricultural schools of Georgia represent an investment by the people of that state, in land, cash and electric, telephone, water and sewerage privileges, of \$807,500. This did not comprise any portion of moneys appropriated by the state and expended for buildings or equipment. The Louisiana plan required no such heavy outlay for the inauguration of the work. To the school property existing, there was added land enough for the farm, a barn, one or two horses, farm and garden implements, carpentry tools, and such other equipment or apparatus as were needed to supplement that already owned by the school.¹¹⁹

The relatively small outlay (consisted of approximately \$1,200, independently of the land) required to inaugurate agricultural instruction in Louisiana made it possible for many communities to add such a course to their schools. Thus the number of schools establishing agricultural departments expected to grow to a point where such a school was to be found within a radius of twenty-five miles from nearly every farm boy in the state.¹²⁰

There was always a possibility that schools of distinct industrial types would devote their best energies to

¹¹⁹Ibid.

¹²⁰Ibid., p. 362.

the vocational subjects with consequent neglect of the purely cultural studies. The aim in offering agricultural instruction in secondary schools should be, not the elimination of culture, but the rounding out of the public school course by the addition or substitution of educational material that has the two-fold merit of cultural and vocational potency. Under ~~the~~ system employed in this state in establishing secondary agricultural instruction, it is impossible that our schools should ever evolve into the trade school type. In strength of intellect and power to cope with the problems of life, the agricultural graduate of a Louisiana high school should not be behind his literary brother; whereas, he will possess for his work and duties as a farmer such mental equipment, knowledge of facts and principles, insight into the world of nature, and skill in doing things of immediate importance, as will hardly find a counterpart in the literary graduate.¹²¹

In regard to farm boys enrolling in an agricultural school and the expense involved, Mr. Roy made the following statement:

"In states having purely agricultural schools of secondary grade the number of such schools on account of their great cost remained very limited. Hence, the vast majority of farm boys in such states lived a relatively great distance from these schools and when they attended them they incurred practically the same expense that they

¹²¹
Ibid., p. 363.

do when "going to college." That being the case, there can be no reason for establishing such schools in Louisiana so long as the School of Agriculture of the Louisiana State University offered the best sort of secondary instruction and could accommodate a larger attendance. In other words, if the Louisiana boy was to be subjected to the expense of a college course in order to obtain secondary agricultural instruction, he may as well, and should, attend the University School of Agriculture; and neither the state nor the people should be subjected to the expense of duplicating such instruction until there is a need of it. The case, however, is wholly different when a department of agriculture is established in schools already existing and intended to meet the educational needs of a parish or small subdivision of the State.¹²²

SECONDARY COURSES IN AGRICULTURE IN STATE INSTITUTIONS, 1909-1911

Each of the four State educational institutions offered courses in agriculture of approximately secondary grade. The School of Agriculture of the Louisiana State University, Professor A. F. Kidder, Principal, was organized in the year 1909. It has for its purpose the "giving of a practical education to young farmers, who are unprepared or unable to pursue the full college course in agriculture. It offers a course of study designed to equip them for successful farm life."¹²³

The Louisiana State Normal School offered instruction in agriculture as well in the Norman School proper and

¹²²Ibid., p.363.

¹²³Ibid.

in the grades of the practice school. Professor George Williamson was in charge of the one-term course given to prospective teachers.¹²⁴

The industrial Institutes at Ruston and Lafayette each offered courses in agriculture. The course at the Southwestern Louisiana Industrial at Lafayette was established in 1909, under the direction of J. G. Lee, Jr., graduate of the College of Agriculture of the State University. The State Industrial Institute at Ruston established its agricultural course in 1910, with C. L. Chambers, graduate in agriculture at the Alabama Polytechnic Institute, as head of the department. The offerings in agriculture by these two institutions were four year courses and were coordinate with other industrial courses of the school.¹²⁵

PRESIDENT OF LOUISIANA STATE TEACHERS' ASSOCIATION

Mr. Roy was elected to the office of president of the Louisiana State Teachers' Association for the years 1909-10 and 1910-11. He urged all the public school forces of Louisiana to unite in an endeavor to make the associa-

¹²⁴ Ibid., p. 362.

¹²⁵ Ibid., p. 363.

tion one of the most important aspects of their professional activities. On February 10, 1910, he made the following request to parish superintendents:

Permit me, therefore, to urge that the superintendents take up without delay with their respective school boards the question of providing for the attendance of all their teachers. Where possible, not only should the schools be closed on the days of the convention, with full pay to all teachers that attend, but also the railroad fares or expenses should be allowed to the teachers. No better investment can be made than this to add to the professional qualifications and zeal of the large body of men and women engaged in school work. Remarkable progress has been made during the last few years in erecting and equipping schoolhouses and providing for the physical comforts of the school children of Louisiana. Today the chief emphasis should be laid upon the improvement of the class room work done by the teachers. To broaden the teacher's conception of his duties, responsibilities and privileges, nothing can contribute more than attendance upon the convention and contact with some of the master minds engaged in education in the United States.¹²⁶

The five thousand teachers of Louisiana should be a unit in seeking to make their 1910 convention an unprecedented success. No progressive teacher can afford to be absent. You cannot spend a few dollars for professional improvement in the work you are engaged in more profitably than by attending the convention. We should all be abreast of the times, and know and understand the great school problems of the day. The addresses at the convention will contribute to this. Every teacher in Louisiana should be personally acquainted with educational leaders directing the destiny of her schools, and largely know the rank and file of teachers throughout the State. Many serious school

¹²⁶ V. L. Roy, Louisiana School Review, Vol. XXII (March, 1910), p. 287.

problems are yet before us for solution--problems affecting the welfare of the child, the teacher, and the State. We must counsel together in our attempt to solve these, to the end that the child's best interests may be subserved. Let none exclude himself or herself from such counsel.

It is a notable fact that better remuneration for the teacher has run hand in hand with the growth of the State Teachers' Association. Today we enjoy the respect and confidence of the fathers and mothers whose children are under our charge; and, therefore, we may reasonably hope that the wisdom of the association will receive recognition at the hands of the people of the State.

Let us stand together in all things that make for the educational welfare of our State, for better schools, for a constantly more efficient teaching force, and particularly for a better and higher service to the boys and girls whose duty it will be to shape the destiny of our State in the next generation. Let us all meet together at the convention; learn one another's successes and failures; profit by the former and guard against the latter; form new friendships; get a better and clearer understanding of the school problems of the day; and then return to our work with renewed energy and zeal.

Every parish school board in the State should be represented at the School Board Conference that will occur during the convention. Upon the intelligence and wisdom of the School Board members rests ultimately the success of our schools. Their conference offers opportunity for discussing the problems of their work, and no parish board can afford to remain outside the pale of such discussions.¹²⁷

Very Cordially,

V. L. Roy, President

While serving as president of the state teachers organization he attended the Forty-seventh Annual Meeting

¹²⁷ Ibid., p. 287.

of the National Education Association. The conference was held July third through July ninth, 1909, in Denver, Colorado. He was a panel member in a meeting of state and county superintendents. The topic they discussed was, "Is the Employment of Untrained Teachers the Cause or the Result of Low Salaries?" Some of the pertinent points that he made were:

This question assumes not only that there is an immediate connection between the salary and the efficiency of a teacher, but also apparently that the sole cause or result of low salaries is to be found in the employment of untrained teachers. But it requires brief consideration of our subject to discover that there are other causes for the low salaries too often paid our teachers. Among such causes may be mentioned the relative wealth or poverty of a district, county, or state; the want of a progressive spirit among district and county boards in some quarters; and the failure on the part of parents fully to appreciate the worth of an education. For instance, we may reasonably expect that the rich farming sections of Illinois or the wealth of our large cities will better remunerate their teachers than certain parts of our Southland or of the West, where the amount of property per inhabitant is small. This assumption is based upon all other quantities in the equation being equal.

We must also concede that, even if we assume low salaries to be a result of the employment of untrained teachers, they cannot be the sole result of the presence of such teachers in our schools. We may argue, for instance, that low salaries place a damper upon the efficiency of all teachers, whether trained or not; that salaries thwart the growth of teachers; and that they tend to paralyze the whole system.

The business of employing teachers is not exempt from the law of competition. First, among school boards or other agencies employing teachers, there is often a lively competition. With increased and better means of travel, teachers do not object to employment in places very remote from their homes; in fact, today many do not hesitate to take up work in distant states.

Through the writing of many letters, the applicant succeeds very effectually in emphasizing this competition to his own advantage. But such competition extends beyond this narrow sphere; for it frequently sets the school board against the business house, the bank, and certain crafts. If with less training than is required of a teacher, obtained at a smaller outlay of time and money, the young woman can fill a position as clerk or stenographer at the same salary as the teacher, she will gravitate in the direction of the store or the office. When low salaries persist in a state or section, men and women leave school work because other lines may offer better pay. The result of all this is to reduce the number of men and women devoted to the education of our youth. Continued low salary commands poorer and poorer service; and low salaries again become a direct cause of inefficiency in the schools.

The above are immediate effects of low salary, but it operates in other ways, which though perhaps less direct, are not less effective in bringing into the teacher's calling untrained material. When the young man or woman who is pursuing a course at college or at the normal school casts about to choose his life work, he is attracted to teaching or repelled from it, other things being equal, according as to whether salaries are relatively high or low. If salaries are low, the schools suffer in two ways. First, the supply of prospective teachers is reduced, and the law of supply and demand operates. Teachers being scarce, either salaries must rise or school boards must not be too exacting in their requirements. The first alternative works to keep salaries from falling below a certain minimum; the other, to admit into our schools a class of young persons wholly unprepared for the important work of the teacher. Second, the expectation of a low salary by those who determine to teach puts a discount on proper preparation. While in such cases there may be a measure of training, it often proves wholly inadequate.

Aside from the tendency of low salaries to reduce the amount of training in teachers in the manner already indicated, the same result obtains in another direction. The most efficient means at the command of school authorities for keeping up a progressive spirit among the great body of teachers, and for training the young teacher, lies in our great system of summer normal schools, state institutes, county institutes and association meetings, and state conventions of teachers. Along with this comes attendance at higher institutions during the summer vacation or during the school year on

leaves of absence. Ordinarily there is no lack of a desire on the part of our teachers to secure the training offered by such institutions; but low salaries are a fruitful cause of the failure of many teachers to get the training. After paying for board, clothing, and other necessary expenses during the year, they find themselves wholly unable to take advantage of the summer training school.

Mainly, therefore, in four ways low salaries result in the employment of untrained teachers: First, because quality of service bears a direct ratio to remuneration in any line of activity; second, because competition exists among school boards and between school boards and other agencies employing the services of men and women; third, by failing to offer the prospective teacher such inducements as will enable him and urge him to secure a proper training before entering the schools; and, lastly, by not providing for the well meaning but untrained teacher already in the service sufficient financial means to take advantage of training schools and gatherings provided for teachers.

I have also examined the other side of the query, and have attempted to determine in what ways, if any, the amount of salary is affected by the teachers' training.

In any system of schools, whether county or state, where the average teacher may be said to be untrained, there can be no doubt that such lack of training exerts an influence to keep salaries low, or to keep salaries from a natural increase. And it does this in several ways or through several channels. First, it operates through the patrons of the schools. The untrained teacher being less efficient, other things being equal, than the untrained teacher, there cannot be that demand on the part of patrons for increased remuneration for the teacher's service that there would be in the case of the trained and competent teacher. No experience is more certain than that the efficiently trained teacher, operating through the patrons, tends to raise salaries; nor that the poor teacher fails to create a demand on the part of the parent for better salary. Any salary, the patron justly says, is large enough for such a teacher.

A body of untrained teachers will lack the initiative and the spirit essential for success in any demands for increased salary. Lacking the consciousness that

better service alone can command better salaries, they likewise lack the conviction that there is any justice in their petition for better wages; and hence they fail to create the sentiment for the better remuneration of teachers.

I take it then, that primarily the employment of untrained teachers is a result of low salaries; but that, in a secondary manner, the employment of such teachers is also a cause of the generally low salaries paid teachers throughout our country.¹²⁸

Mr. Roy's presentation indicated that he had spent a considerable amount of time on the question of teachers salaries. It was also obvious that he had the capacity to study all facets of the problem and reach highly intelligent conclusions.

Many speeches were made by Mr. Roy during his tenure of office as President of the Louisiana State Teachers Association. One outstanding address was given to the convention in April, 1910, and printed in the Louisiana School Review. This article in its entirety is presented in Appendix C, page 217.

The years 1904 through 1911 showed the work of a mature Mr. Roy working untiringly for the advancement of his chosen profession, his people, and his state. Many articles were written by him during this period. The titles of many articles which were published appear in Appendix D, page 233.

¹²⁸ Journal of Proceedings and Addresses of the Forty-seventh Annual Meeting of the National Education Association (Denver: July 3-9, 1909), p. 308.

FAMILY LIFE

During the time the Roy family lived in Marksville, another son was born to them on July 30, 1910. His name was Victor Leander Roy, Junior. He was welcomed by a sister and two brothers.

Having proven himself to be a man worthy of leadership and administration, Mr. Roy was selected to head one of Louisiana's foremost teacher-training institutions, Louisiana State Normal School at Natchitoches. His work at Natchitoches will be discussed in the next chapter.

CHAPTER IV

PRESIDENT OF THE NORMAL

On July 1, 1911, Mr. Roy began his tenure of office as president of the Louisiana State Normal School. In this position he remained for eighteen years: 1911-1929. No other president of this institution has served for this length of time.

Mr. Roy was forty years of age when he began his presidency at the Normal. He had been in school work in Louisiana for twenty-one years: first, as a teacher in a private one-room school; second, as a teacher at Southern University; third, as principal of the Marksville High School; fourth as Dean of the Faculty at Southwestern Louisiana Industrial Institute; fifth, as superintendent of schools in Avoyelles and Lafayette Parishes; and sixth, as President of the Louisiana State Normal School.

During Mr. Roy's administration the Normal was handicapped consistently by inadequate appropriations, and was confronted at times by serious obstacles and opposition; however, he endeavored to improve instruction, to raise academic standards, to enlarge the physical plant, to foster a wholesome public interest in teacher training, and to

increase the scope of usefulness of the school to the State.¹

HISTORICAL SKETCH OF THE LOUISIANA STATE NORMAL SCHOOL

On the site constituting the Academic Court of Northwestern State College of Louisiana stand three stately columns that represent the remnants of the home of Charles A. Bullard and his wife, Julia Ann Bludworth Bullard. This Bullard mansion, built in the 1830's, was destined to become the nucleus around which an important educational institution developed. In 1856, at a cost of \$42,000.00, the mansion and 107 acres of land comprising the Bludworth Hill area was purchased by the Society of the Sacred Heart for establishing a school. The nuns erected a convent building in 1857 which was architecturally similar to the mansion. For several years the Convent of the Sacred Heart flourished and attained an enrollment of some three hundred boarders. Financial difficulties resulting from the Civil War could not be overcome and the Convent closed in 1875.²

During the next ten years the buildings remained unoccupied except for a brief period in 1878 when they

¹V. L. Roy, Personal papers.

²Louisiana State Normal College (Vertical file, Louisiana State University Library, Baton Rouge), p. 30.

served as quarters for United States troops who came to quell a post-war disturbance in the Natchitoches area.³

In 1884, Judge William Seay of Shreveport introduced in the Louisiana Legislature a bill to establish a State Normal School. The bill was enacted on July seventh with the active support of Captain Leopold Caspari and E. A. Casidy, representatives from Natchitoches and Robeline, respectively; of Senator J. Fisher Smith, from Many; and of General Milton J. Cunningham, then Attorney General of Louisiana.⁴

The Act of 1884 instructed the State Board to determine a location for the school. Several cities strove to be chosen as the site; but Natchitoches won the contest when Captain Caspari, on his own initiative without any prior consultation, promised the State Board that if Natchitoches were chosen, the people of the City and Parish would acquire and donate to the State the buildings and grounds of the former Convent of the Sacred Heart. The Board decided upon Natchitoches, taking into consideration "the healthfulness, convenience of access, and the liberality of the inhabitants in furnishing the buildings."⁵ The townspeople justified Captain Caspari's faith in them by quickly raising \$6,000, with which they purchased the old

³ Ibid., p. 31.

⁴ Ibid.

⁵ Ibid.

Convent buildings and grounds, the whole of which was immediately deeded to the State.⁶

The State Board of Education appointed as the first Board of Administrators the following residents of Natchitoches--Judge David Pierson, Major E. E. Buckner, Honorable Leopole Caspari, Mr. T. P. Chaplin, and Mr. H. B. Walmsley. The Board organized with Judge David Pierson as president; and, on December 29, 1884, elected Dr. Edward E. Sheib, of Baltimore, president of the faculty.⁷

The original act limited the course of study to two years and the annual session to six months; but these restrictions were later removed.⁸

The first session of the Louisiana State Normal School opened on November 1, 1885. The faculty consisted of Dr. Sheib, Professor Earl Grace, and Miss Nettie Rousseau. There were twenty-seven students at first, while some thirty-three additional students enrolled after the session began.⁹

President Sheib had earned his Doctor of Philosophy degree at Leipzig, Germany. He was considered a pioneer in the newer theories of education. It was he who laid the foundations of the school and steered it successfully through its difficult years. Being artistic in temperament, he

⁶ Ibid.

⁸ Ibid.

⁷ Ibid., p. 32

⁹ Ibid.

appreciated the natural beauty of Normal Hill, and did everything he could to enhance it. In 1887, Normal held its first graduation, awarding diplomas to Misses Emma Oswalt, Sallie May Phillips, and Mary Washington. In May of the following year, Dr. Sheib resigned to accept a position at the University of South Carolina.¹⁰

Beginning in the summer of 1884 and continuing for many summers thereafter, the Normal conducted teachers' institutes for the benefit of teachers who could not attend the regular sessions. These institutes were planned for the in-service education of teachers and were responsible in large measure for developing widespread interest in education throughout the State.¹¹

The position of president of the faculty was tendered to Colonel Thomas Duckett Boyd who was then professor of English literature and history at Louisiana State University. President Boyd began his labors at the Normal School in July, 1888, and continued in this position for eight years. He resigned on July 11, 1896, to accept the presidency of Louisiana State University.¹²

When President Boyd joined the faculty, there were 146 students enrolled, 64 of whom were being trained as teachers; when he resigned, the enrollment had increased to 362.

¹⁰Ibid., p. 33.

¹¹Ibid.

¹²Ibid.

Colonel Boyd encouraged the policy of bringing into Louisiana men and women who would set high standards for young teachers.¹³

Beverly C. Caldwell assumed the presidency of the Normal in 1896 and retained the position for twelve years. During his administration the expansion of the campus included the construction of East Hall, 1898; a "model school" building, 1900 (later moved and rebuilt as Bullard Hall); West Hall, 1902; a small home for the President, 1904; and the administration and classroom building which now bears his name, 1906.¹⁴

Dr. James Benjamin Aswell was named president in September, 1908, and remained until he was elected to the U.S. House of Representatives in 1911. In previous positions he had served successively as Louisiana State Institute Conductor, President of Louisiana Polytechnic Institute, and State Superintendent of Education. Aswell was a crusader for a new educational system which would provide opportunities for the enlightenment and culture of every child within Louisiana.¹⁵

¹³Ibid., p. 34.

¹⁴Ibid.

¹⁵Ibid., p. 37.

During Aswell's regime the first laundry and "B" (Carondelet) Dormitory were built, both in 1910; Bienville Dining Hall was begun, 1911, but was not completed at the time of his departure.

At the end of the 1910-1911 school year, graduation exercises were held under a large brush arbor on the campus of the Louisiana State Normal School.¹⁶ Miss Minnie L. Odom, a student at that time, remembers the striking difference in appearance of the outgoing president and the incoming president. Mr. Aswell was tall and distinguished in appearance, while Mr. Roy was short and wiry of stature. Miss Odom said, "When Mr. Roy finished his address and left the platform, we knew that we had a new president who was capable of meeting any and all situations."¹⁷

THE LOUISIANA STATE NORMAL SCHOOL IN 1911

At the end of the 1910-11 school year, Dr. Aswell made his annual report to the State Department of Education. Some statistics from this report will give an accurate picture of conditions at the Normal when Mr. Roy assumed

¹⁶The correct name of the school was the Louisiana State Normal School; however, most residents of the State called it "the Normal." Both terms will be used in this paper.

¹⁷An interview with Miss Minnie Lee Odom, retired faculty member of the Normal and Northwestern State College, Natchitoches, Louisiana, January 24, 1970.

office:

Faculty members	40
Normal graduates	147
Model school enrollment	344
Normal department enrollment	1,525
Total enrollment	1,863

Total appropriation	\$ 97,797.50
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New buildings (4)	147,640.00
-----------------------------	------------

Equipment of library and laboratory . . .	2,856.82
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Special courses: Rural Education; French; Latin;
 Mathematics; Manual Training;
 Domestic Science; History and
 Literature; Singing and Drawing;
 and Science.¹⁸

THE SCHOOL SITE

The original tract of land, purchased by the citizens in the immediate area for the purpose of an institution of higher education, comprised one hundred and seven acres. In the years 1910, 1914, and 1925 additional land was purchased by the State Normal School, bringing the total number

¹⁸Louisiana State Department of Education, Biennial Report of the State Superintendent of Education. 1911-12 (Baton Rouge: Ramirea-Jones Printing Company, 1912), p. 73.

of acres owned by the school to six hundred fifty. The college is located at the south end of the town of Natchitoches and within its corporate limits. It occupies an elevated position at the southern extremity of the Natchitoches pine hills. Its elevation affords a view of the beautiful historic country to the south and the east. The east boundary of the campus is beautiful Chaplin's Lake.¹⁹

BUILDINGS

In 1911, the principal buildings of brick or concrete were "Main Building," and "B Dormitory." The Dining Hall was in the process of construction at this time.

Mr. Roy set out immediately to improve the school buildings. In submitting the Fourteenth Biennial Report of the State Normal School covering the period April 16, 1910, to April 15, 1912, Mr. Roy describes the condition:

In view of the demands made upon it and of its standing among the educational institutions of the country, the Louisiana State Normal School is the most inadequately equipped Normal School in America.²⁰ The Normal and Industrial College of Mississippi, established the same time as this school, had in the 1890's

¹⁹John O. Pettiss, "Development of the Louisiana State Normal College, 1884-1927" (an unpublished Master's thesis, Louisiana State University, Baton Rouge, 1927), p. 21.

²⁰Biennial Report, op. cit., p. 8.

thirteen brick buildings. In 1912 we have one brick and three concrete buildings. All the others are fire traps. The school has no science building, hospital, library, gymnasium, or assembly hall of sufficient capacity to accommodate the summer school faculty and student body.

A recent inventory (1910) of the Normal School property shows a valuation in buildings (including frame dormitories, barns, etc.) of less than \$250,000. The normal schools in Kentucky in 1890 had buildings valued at \$570,000; Oklahoma, \$617,000; North Carolina, \$831,000. The annual incomes of these institutions two years ago were: Kentucky, \$201,798; Oklahoma, \$196,236; North Carolina, \$286,937. In each instance the revenues of these institutions for the year 1910 were greater than that of the Normal for the two years ending June 30, 1912.²¹

Physical improvements and buildings at the Normal showed a substantial gain from \$248,000 in 1910 to \$445,286 in 1912.²²

The new dining hall was completed in November, 1911. This building cost \$34,000, and with its equipment represented an investment of \$38,000. It was built of reinforced concrete, and was fireproof. At the time it was completed it had dining accommodations for 1,000 students and dormitory capacity for thirty-two students, two to a room.²³

The dairy barn was completed in 1912. Like the dining hall, it was built of reinforced concrete and was fireproof. It was built at a cost of \$10,000 and had a

²¹Ibid., p. 9.

²²Ibid.

²³Ibid., p. 124.

stall capacity for fifty cows. The addition of another wing at a cost of \$3,000 doubled its capacity. The stable walls were largely of glass, giving excellent ventilation and light; the floors were cement throughout; at night the barn was lighted by electricity; the silo was of 150-ton capacity; the ensilage cutter was run with a 10-horse power motor, and the watering trough was of concrete.²⁴

"A Building" dormitory was begun in July, 1912 and completed in March, 1913. Its construction was the same as the dining hall. It accommodated 116 young ladies, two to a room. The cost was \$38,000, plus furniture. The Normal now had accommodations for 240 women students in fireproof buildings; 300 women in frame buildings, and fifty-six men students.²⁵

The old dining room building was moved during the spring of 1912 to a more convenient location on the campus; and at the opening of the summer quarter was opened to the men students. This resulted in an increase in attendance of men at the Normal. This improvement represented an investment of \$2,500.²⁶

²⁴Ibid., p. 126.

²⁵Ibid.

²⁶Ibid.

To make space for the new training school building Boyd Hall (1895) was moved to the west side of the academic court and was used solely for science instruction. A gasoline motor was installed to supply fuel to the laboratories. Moving the building and costs of re-furnishing represented an outlay of \$3,000.²⁷

On February 8, 1912, the first ward of the Parish of Natchitoches voted a tax of five mills for twelve years to defray the cost of a model, or training, school. The building was completed in 1913. The material and the general architecture corresponded to that of the main academic building erected in 1906. Its costs, including furniture and equipment, was \$65,000. In writing about this building, Mr. Roy said:

This building represents a very generous gift to the Normal School on the part of the citizens of Natchitoches . . . and is a fit monument to the abiding interest of the people in matters educational. The erection of this building on the grounds of the State Normal School gives the institution the best training school equipment of any normal school in the South.²⁸

Dormitory space for students was one of Mr. Roy's major concerns. He said:

Permit me to state that the crying need of the Normal School continues to be more and better dormitories for each sex. The State wants the Normal School to grow; but further growth is not possible without better and more ample dormitories. The inability of the institution to offer to all applicants for admission

²⁷Ibid., p. 127

²⁸Ibid., p. 128

suitable accommodations in reasonably fireproof dormitories, two to a room, is a constant source of loss in attendance.²⁹

In 1911, the two academic buildings were heated by steam but the dormitories continued to use stoves until 1913 when a power house was erected at a cost of \$3,400. The power house supplied electricity for all academic buildings and dormitories; the laundry purchased electric irons to increase their efficiency and hot-air heating systems were used in all the buildings on the campus.³⁰

In 1912, the city of Natchitoches requested the Normal to seek its water supply from another source because it could not furnish the city and the school with enough water. In 1914, a water works system was installed at a cost of \$8,000. In the early part of 1916, a second well was added; in the fall of the same year a third well was bored; and in 1917 a fourth well was added. These four wells were called the Normal Wells. The water was pumped through pipes to the campus (a distance of one mile). A water tank was erected which had a capacity of 35,000 gallons.³¹

²⁹Ibid.

³⁰Otis R. Crew (unpublished writings of Mr. Crew, former Registrar of Northwestern State College, Natchitoches), p. 34.

³¹Ibid.

For the young ladies of the Normal, a concrete swimming pool was constructed in 1916. The water supply for the pool came from a salt water well nearby. A high board fence was erected on all sides of the swimming pool so "the boys couldn't watch the girls swim."³²

A new dormitory for women students was erected in 1913, Dormitory "B" (Carondelet). Dormitory "A" was constructed in 1910 at a cost of \$30,000, while Dormitory "B" cost \$38,000. The two dormitories were similar in design and are still in use. They contain forty-eight rooms each, a matron's quarters, shower rooms and toilets, storage space, and sleeping porches. Dormitory "C" was built in 1922 at a cost of \$72,202.26 and was equipped with a large two-story sleeping annex, housing one hundred forty-four students, three to a room. This dormitory was similar to Dormitories "A" and "B". In 1927, Dormitory "D" was erected and cost \$71,600. This building was an exact duplicate of Dormitory "C". After a number of years the names of these dormitories were changed to: Kate Chopin, "A"; Carondelet, "B"; Agnes Morris, "C"; Audubon, "D."³³

³²The Normal Quarterly (Journal of the Louisiana State Normal School, Natchitoches, 1921-24), p. 20.

³³Otis R. Crew, op. cit., p. 35.

In 1912 a new Music Building was constructed. The first flag-pole was erected in 1918, and was one hundred feet high.³⁴

To safeguard the health of the student body, a refrigeration plant was constructed in 1923, costing \$9500.³⁵

Warren Easton Hall was begun in 1923. The sum of one hundred and fifty thousand dollars was appropriated for this building. The huge "L" shaped building was completed in segments; part of it was supervised by Mr. Roy and parts by his successors, W. W. Tison and A. A. Fredericks. The total cost was estimated at \$285,585.00, including equipment. Mr. Roy used the first portion of Warren Easton Hall as a training school.³⁶

One of the outstanding features of the building program under the administration of Mr. Roy was the gymnasium. It was completed in October, 1923. Sixty-five thousand dollars were spent on construction and equipment. It had a seating capacity of fifteen hundred. It was built for a men's gymnasium and was used for this purpose until 1930. A new men's gymnasium was then erected and the old

³⁴Eugene P. Watson (Vertical file, Archives, Northwestern State College, Natchitoches).

³⁵Otis R. Crew, op. cit., p. 36.

³⁶Ibid.

one was used by women students.³⁷

The Men's Dormitory was constructed in 1922, costing \$70,000. This building was known for many years as "Brick Shack."³⁸

The Home Economics Cottage that was erected in 1926 at a cost of \$12,000 was a substantial and commodious one-story brick building. It had four bedrooms, living room, kitchen, dining room, laundry, bathroom, and a sleeping porch. The bedrooms accommodated six girls each. A special feature was the spacious patio in the rear of the cottage. Also available were outside storage and a garage.³⁹

The infirmary was erected in 1924 and cost \$24,500. This building was fireproof and modern in every respect at that time.⁴⁰

Located on College Avenue, just to the right of the entrance gate, is the President's Home. Built in 1927 of English architectural style, it was in keeping with other campus buildings. It was a two-story brick structure costing approximately \$25,000. A special feature of the lower floor was the sun parlor. The floor of this room and the

³⁷Ibid., p. 40.

³⁸Normal Quarterly, op. cit., p. 75.

³⁹Ibid.

⁴⁰Ibid., p. 65.

walk leading from the room were made of rare imported flagstones.⁴¹

The entrance hall led into the living room, a very spacious and beautifully decorated room. Featured in this room were magnificent hand-hewn beams. They could be seen from the hall. On the first floor was also the dining room and the kitchen, garage and outside storage, and private patio. The upper level of the cottage was devoted to the private living quarters. Mr. Roy helped design this home and resided there for two years.⁴²

During the fall of 1919, the lower floor of the old Model School Building was remodeled and converted into a reception room. It was used by the faculty and women students as a social hall. It was intended that the use of this room would serve the dual purpose of satisfying the social needs of the students and at the same time furnish valuable training in social customs in conformity with the best standards of the day.⁴³

Dr. R. L. Ropp told an amusing tale about the Social Hall:

⁴¹Ibid.

⁴²Otis R. Crew, op. cit., p. 39.

⁴³Normal Quarterly, op. cit., p. 52.

On Saturday nights students would gather at the Social Hall and find their date. Then they would walk to Caldwell Hall (Main Building) through a corridor of observant faculty members. At the door of Caldwell Hall the boys went to the left and the girls to the right, into the auditorium for a silent movie. Boys and girls were not allowed to sit together. When the projector operator would change reels there was a few minutes of complete darkness in the room. The boys on the left would make a sound with their lips, 'Smack! Smack!' and the girls on the right would answer, 'Smack! Smack!' Then everyone laughed. After the movie, the boys met their dates at the door and walk back along the aforementioned corridor to the Social Hall, where they probably shook hands and departed for their rooms.⁴⁴

ACADEMIC ACHIEVEMENTS

At the beginning of Mr. Roy's administration the Normal School was of the same type and grade as were the junior colleges of that time. There were two levels of high school work and two of college. Mr. Roy made a careful study of the curriculum and during the 1912-1913 session he eliminated the lower terms. With the rapid growth and development of the secondary school system in Louisiana, there was a decreasing demand for such work to be done in the normal department of the institution.

In his 1912-13 Annual Report, Mr. Roy described the Normal School courses:

The reorganization of the course of study was effected by relegating to the lower terms all secondary school work which had been done in the higher terms of the Normal course and enriching and broadening the course by the introduction of essential subjects of a higher grade. Thus all French and Latin courses were brought down into lower terms and higher courses in the

⁴⁴ Interview with R. L. Ropp (one of Mr. Roy's faculty members and retired president of the Louisiana Polytechnic Institute, Ruston, January 23, 1970).

subjects added in the higher terms; and the same course was pursued with regard to physics and chemistry. Also, advanced courses in rural school organization, sociology, hygiene and sanitation, zoology, botany, physics, chemistry, history, economics and mathematics were added.

Under the present arrangement the Normal School offers special courses as follows: The language courses, the science and mathematics course, the music and art course, the rural training course, the social science course and the industrial course. For students whose purpose it is ultimately to enter the field of secondary school work, there is thus offered an excellent opportunity to begin a thorough preparation for such endeavor. Special emphasis is laid on music and art, manual training and domestic science, with a view of equipping the graduates of the Normal School for highly efficient service in these subjects in the high schools, the agricultural schools and the schools with home economics departments in the State.

The course in rural training was established at the opening of the winter quarter, December 4, 1911, under the supervision of Mr. C. J. Brown, State Supervisor of Rural Schools, and with Mr. J. W. Bateman, formerly superintendent of schools in Washington Parish, as head of the department. This course was instituted in response to a need of and a demand for teachers especially prepared for school work in rural communities. Three aims are kept in view in the preparation of teachers for this work: Thorough training in the general principles of education; a study of such subjects as are peculiarly adapted to education in the rural agricultural communities of Louisiana; and the development of an appreciation of the great rural problems, an interest and enthusiasm in rural work and a proper viewpoint as to the importance and need of efficient service in rural school and social work. Agriculture, gardening, care of live stock, poultry raising, dairying, home economics, farm implements and machinery, organized agricultural and home-making club work, and rural school organization form part of this course.⁴⁵

⁴⁵ Louisiana State Department of Education, Biennial Report of the State Superintendent of Education, 1912-13, Vol. I, op. cit., p. 124.

At the end of the 1912 school year, only those students who had completed the first year of high school were admitted to the Normal; in 1913, those who had completed the second year of high school work were admitted. By the year 1918, all secondary school courses had been eliminated from the courses offered at the Normal. Only those students who had graduated from approved Louisiana high schools were admitted. The name of the school was changed at the time to Louisiana State Normal College.⁴⁶

In order to give the school a name that would satisfy most of the interested persons, Mr. Roy sent a questionnaire to all alumni of the school.⁴⁷ Two names were suggested; Louisiana State Normal College and Louisiana Teacher-Training College. A vast majority voted for the former. Immediately, Mr. Ed Payne, Legislator from Natchitoches Parish presented a bill to the Legislature to change the name of the school.⁴⁸

During the 1917-18 school year a policy was made whereby girls were admitted after their fifteenth birthday and boys after their sixteenth birthday. Also, every

⁴⁶Normal Quarterly, op. cit., p. 3.

⁴⁷Otis R. Crew, op. cit., p. 36.

⁴⁸Constitution of the State of Louisiana for 1921 (New Orleans: F. F. Hansell & Bro., 1930).

applicant had to present a certificate of good health and freedom from deformity. A certificate of good character signed by the parish superintendent had to be presented by each student. Students receiving free tuition were required to sign a pledge that they would teach in the public schools of Louisiana for one year.⁴⁹

Two of the requirements for graduation from the Normal were: 1) satisfactory completion of the course of study, and 2) development of an acceptable skill in teaching and control.⁵⁰

The State Legislature in 1918 passed an act permitting Louisiana State Normal College to confer the degree of Bachelor of Arts. At this time, ten four-year curricula were set up, each leading to the Bachelor of Arts degree. The first four-year class graduated in the summer of 1920. Three students were granted degrees: Arch M. Hopper, Baton Rouge; John O. Pettiss, Bastrop, Louisiana; and Trueheart Ruffin, Minden.⁵¹

Even though the full four year courses leading to a degree were offered at the Normal, for many years hundreds of teachers attended the school and received the standard two-year teachers' certificate.⁵²

⁴⁹Otis R. Crew, op. cit., p.37.

⁵⁰Ibid.

⁵¹Otis R. Crew, op. cit., p.37.

⁵²Ibid.

A sample of the requirements for the two-year professional Certificate include:

(1) 108 term hours, including six in physical education, (2) students could elect either three literary society credits or two credits in a departmental club; (3) minimum residence of one full session or three terms; (4) no student could graduate who had not done work in residence forty-five term hours of work; (5) Penmanship was required; (6) 160 quality points were required.⁵³

The requirements for the Bachelor of Arts degree were:

(1) from 197-210 term hours according to the curriculum pursued, including two in library instruction; (2) six term hours in physical education; (3) two majors except in specialized curricula; (4) three literary society credits and two credits in a departmental club; (5) residence of not less than one full session during the junior and senior years; (6) no student could graduate who had not completed forty-five term hours of residence work; (7) 350 quality points were required.⁵⁴

The Bachelor of Arts could be earned in the following curricula: (1) music; (2) art; (3) English-social science; (4) English-foreign language; (5) kindergarten-primary; (6) upper elementary; (7) mathematic-science; (8) science-agriculture; (9) home economics; and (10) lower elementary.⁵⁵

The college operated on the quarter term basis until 1939. By way of definition, a term hour was based on

⁵³Normal Quarterly, op. cit., p. 52.

⁵⁴Ibid., pp. 54-63.

⁵⁵Ibid., p. 64.

thirty-six recitation hours per quarter, or three times per week for twelve weeks, which earned three term hours (equivalent to one college hour). Each quarter contained seventy-two school days or twelve weeks.

Courses offered in 1927 included agriculture, art, biology, chemistry, education, English, French, geography, history, home economics, Latin, library, mathematics, music, physics, physical education for women, physical education for men, social sciences (economic, political science, sociology), and Spanish.

From 1916-20, the college graduated 1,066 persons. In 1921, six men and fifty-two women received professional certificates, and four persons were awarded the A.B. degree. By 1923, a total of thirteen students had received the A. B. degree. For the years 1921-25, total graduates numbered 1,705.

The Current Sauce reported in a 1924 issue that ninety-one students would receive the two-year diploma, and two the Bachelor of Arts degree. The Sauce also noted that Louisiana State Normal College ranked tenth in size among normal colleges in the United States.

⁵⁶Ibid., p. 28.

⁵⁷Ibid.

⁵⁸Louisiana State Department of Education, op. cit., 1921-22, pp. 5-8.

⁵⁹Current Sauce (Louisiana State Normal College Newspaper, March 7, 1924), p. 3.

As of March, 1926, a total of 4,954 persons had been awarded the Normal diploma, and 150 the Bachelor of Arts degree, making a combined total of 5,104 graduates during the history of the College.⁶⁰

By 1929, Normal was made up of five departments as follows: (1) the Four Year Professional School; (2) the Two-Year Normal School; (3) the School of Music; (4) the Division of Extension; and (5) the Training School (elementary through high school).⁶¹

The quality point system used in 1929 is shown in Table XI.

Mr. Roy believed in a high quality of work; hence, whenever a student fell below the minimum requirements he was required to withdraw from the college for a period of time prescribed by Mr. Roy.⁶²

TABLE XI
QUALITY POINT SYSTEM, 1929*

Excellent	A	Yields 4 points for each term hour
Superior	B	Yields 3 points for each term hour
Average	C	Yields 2 points for each term hour
Fair	D	Yields 1 point for each term hour
Unsatisfactory	E	Yields no points
Failure	F	Subtracts 1 point for each term hour represented

*Announcements, p. 61.

⁶⁰Louisiana State Department, op. cit., p. 8.

⁶¹Announcements for the Forty-Fifth Year (Louisiana State Normal College, 1929), p. 79.

⁶²Otis Crew, op. cit., p. 37.

After the degree program became a reality, Mr. Roy began work to bring proper recognition to the institution, resulting in the admission of the Normal into the Southern Association of Colleges and Secondary Schools on December 2, 1926. In 1925 the Normal was admitted to the American Association of Teachers Colleges.⁶³

ENROLLMENT

The Normal was a growing young school when Mr. Roy became president. When he began his first term there were forty-five faculty members, two hundred ten graduates, and a total of 1,901 students enrolled. These figures are for the fall term 1911. Almost every parish in Louisiana was represented.⁶⁴

Table XII gives enrollment statistics for the 1912-1913 school year. The table gives enrollment of the Normal Departments and the Model School Departments, as well as enrollment by semesters.⁶⁵

Table XIII shows the far-reaching influence the Normal was making. Enrollment by parishes and states are given here.

For the school year 1913-1914 there were a total of 1,701 students enrolled in both the Normal and Model School

⁶³ Normal Quarterly, op. cit., Vol. 16, No. 2, p. 73.

⁶⁴ Ibid.

⁶⁵ Ibid.

TABLE XII

STATISTICAL REPORT OF THE LOUISIANA STATE NORMAL
SCHOOL FOR THE YEAR ENDING JUNE 30, 1913*

V. L. Roy, President

ATTENDANCE--1912-1913
(Normal Department)

Summer quarter	887
Fall quarter	672
Winter quarter	546
Spring quarter	<u>582</u>
Total	2687

(Model School)

Summer quarter	162
Fall term	303
Spring term	<u>270</u>
Total	735

Names duplicated, Normal department	1347
Net enrollment, Normal department	1340
Names duplicated, Model school	363
Net enrollment, Model school	<u>372</u>
Total	1712

Numbers of members in faculty	40
Number of graduates for session 1912-13	182
Total number of graduates in 28 years	1692
Number of academic buildings	3
Number of dormitories	8
Number of other buildings	<u>12</u>
Total number of buildings	23

*Louisiana State Department of Education, op. cit.,
1912-13, pp. 76, 77.

TABLE XIII

NUMBER OF STUDENTS ENROLLED IN THE STATE NORMAL
SCHOOL, FIRST WEEK, 1913 SUMMER SCHOOL*

(By Parishes and States)

Arcadia.....	6	Natchitoches.....	125
Ascension.....	23	Orleans.....	11
Assumption.....	12	Ouachita.....	17
Allen.....	1	Plaquemines.....	1
Avoyelles.....	40	Pointe Coupee.....	17
Baton Rouge, East.....	14	Rapides.....	40
Baton Rouge, West.....	4	Red River.....	21
Beauregard.....	8	Richland.....	4
Bienville.....	33	Sabine.....	34
Bossier.....	4	St. Bernard.....	1
Caddo.....	22	St. Charles.....	3
Calcasieu.....	8	St. Helena.....	2
Caldwell.....	7	St. James.....	13
Cameron.....	3	St. John.....	2
Carroll, East.....	1	St. Landry.....	19
Carroll, West.....	3	St. Martin.....	5
Catahoula.....	3	St. Mary.....	8
Claiborne.....	13	St. Tammany.....	6
Concordia.....	6	Tangipahoa.....	3
De Soto.....	21	Tensas.....	1
Evangeline.....	8	Terrebonne.....	14
Franklin.....	12	Union.....	23
Felician, East.....	14	Vermilion.....	2
Felician, West.....	5	Vernon.....	30
Grant.....	20	Washington.....	18
Iberia.....	10	Webster.....	17
Iberville.....	14	Winn.....	14
Jackson.....	19	Arkansas.....	4
Lafayette.....	1	Alabama.....	1
Lafourche.....	8	Colorado.....	2
LaSalle.....	13	Mississippi.....	4
Lincoln.....	10	Oklahoma.....	1
Livingston.....	2	Tennessee.....	1
Morehouse.....	14	Texas.....	5
Jefferson Davis.....	8		

*Ibid.

Departments. By this time there had been 1,882 students who had graduated from the Louisiana State Normal School.

Table XIV gives a breakdown of enrollment at the Normal for the years Mr. Roy was president. The same table gives graduates for each year.

PUBLIC RELATIONS

At an early date the State Normal School began a campaign to create favorable public sentiment for the support of public schools through a system of institutes, summer schools, and popular school meetings. Such endeavors carried the State Normal School into every parish, set up new standards of public school usefulness, and aroused a growing interest in their development. Distinguished educators, Sheib, Smith, Brumbaugh, Caldwell, Himes, Chambers, Aswell, and Keeny, were sent out from the State Normal School in turn to direct the campaign. These leaders, with the assistance of other teachers from the school and with the cooperation of public school men throughout the state, brought about an awakening of popular concern for the public schools, and for trained teachers. In the meantime the State Normal School was sending out its graduates prepared for public school service.⁶⁶

⁶⁶John O. Pettiss, op. cit., p. 73.

TABLE XIV
ENROLLMENT FIGURES AND GRADUATES FOR
LOUISIANA STATE NORMAL SCHOOL
1911-1929*

	Total Enrollment	Graduates
1911-12	1901	212
1912-13	1712	183
1913-14	1703	189
1914-15	1768	246
1915-16	1917	217
1916-17	2107	244
1917-18	1920	259
1918-19	1649	183
1919-20	1728	163
1920-21	1722	187
1921-22	2006	225
1922-23	2796	316
1923-24	3290	442
1924-25	3709	424
1925-26	3589	387
1926-27	3396	355
1927-28	3589	245
1928-29	3546	265
Number of Normal Diplomas granted since 1885		5,951
Number of Bachelor of Arts degrees granted since 1920		<u>535</u>
Grand total of Normal Graduates		6,486

*Biennial Report of the Louisiana State Normal College, 1930, p. 6.

SERVICE OF NORMAL GRADUATES

For more than a quarter of a century following the year 1885, most of the teachers trained in Louisiana received their collegiate and professional training within the walls of the State Normal School.⁶⁷

In 1927 the State Normal College prepared the bulk of the teachers for the public schools of Louisiana. The Alumni Association had a membership of over 5,000 graduates. Between 1923-1927 the College sent out into the schools of Louisiana sixty-seven per cent of the total number of Normal graduates trained in all the state institutions of learning.⁶⁸

In 1927 Normal's graduates filled prominent positions in varied walks of life, particularly in the teaching profession. In the State Department of Education the following were alumni of the College: State Superintendent T. H. Harris; Charles F. Trudeau, State High School Inspector; John M. Foote, Head of Research Department; Dr. M. S. Robertson, Assistant in Rural School Supervision; A. M. Hopper, Rural School Supervisor; and J. W. Bateman, Assistant State Agent for Negro Schools.⁶⁹

⁶⁷Ibid., p. 73.

⁶⁸Ibid., p. 74.

⁶⁹Ibid.

At the same time, thirty of the parish superintendents of schools and ninety-seven high school principals of Louisiana were graduates of the State Normal College, while hundreds of Normal alumni filled positions in the elementary and high schools of the state.⁷⁰

STUDENT EXPENSES

For the 1912-13 school year, expenses for the student enrollment at the Normal are given below.⁷¹

Number of quarters per year	4
Number of weeks per quarter	12
Number of weeks in summer term	10
Cost of laundry per four weeks	\$2
Cost of board per four weeks	12
Incidental fee per quarter	3
Infirmary fee per quarter	1
Cost of books per quarter (approximately)	4
Laboratory fees per quarter	1
Fee in domestic science (cooking)	2
Average cost per pupil per quarter	55
Cost for summer quarter, ten weeks	47
Cost for summer school, six weeks, including board, laundry and fees	24
Cost for eight weeks' summer school, not including books	31

A summary of the findings of 600 college presidents in 1927 revealed the national average cost of going to

⁷⁰ Ibid.

⁷¹ Louisiana School Review, op. cit. 1913-14, 1914-15, p. 127.

college to be approximately \$800.00 per year. At the Normal in 1923, costs per quarter totaled \$87.50, and this figure included room, board, laundry, infirmary fee, books, registration fee, and incidentals.

By 1927 the quarterly expenses for students were estimated at \$83.50 as shown in Table XV.

Under the name of the Normal Boarding Club, the College conducted for many years, in a semi-official manner, a boarding and dormitory department. The president of the school was the president of the club and had general control of its business management and discipline.

TABLE XV
QUARTERLY COLLEGE EXPENSES, 1927*

<u>Living Expenses</u>	
Board.....	\$63.00
Laundry.....	9.00
Infirmary fee.....	1.50
Room fee.....	<u>1.00</u>
	\$74.50
<u>School Expenses</u>	
Registration fee.....	\$ 5.00
Book rentals.....	<u>4.00</u>
	\$ 9.00
Total.....	<u>\$83.50</u>

*Normal Quarterly (Natchitoches: State Normal College, 1927), p. 74.

⁷²Ibid., p.42

⁷³Ibid., p. 43

The young women of the club were under the supervision and control of the Dean of Women. The discipline of the students in the men's dormitories was vested in the Proctor. Permits to visit home, and other privileges, were granted by the Dean and Proctor with the approval of the President.⁷⁴

EXTENSION ACTIVITIES

Rapid development of the schools and the progressively increasing scholarship required of teachers in Louisiana gave impetus to the growth of the college extension movement. In order to meet the ever-enlarging demand for extramural services the State Board of Education approved the establishment of organized extension departments in the colleges under its control.⁷⁵

According to the official Normal catalog the Division of Extension was one of the five schools of the college and while it was not related so closely to the student body as the other schools were, it was an integral and important part of the State Normal College.⁷⁶

Extension service was established at the State Normal School in 1917, primarily to assist teachers in the

⁷⁴John O. Pettiss, "The Development of Louisiana State Normal College" (unpublished Master's thesis, Louisiana State University, Baton Rouge), p. 70.

⁷⁵Ibid.

⁷⁶Ibid.

public schools to meet the increasing academic standards required by the State Board of Education. The first formal department was that of Correspondence Study. The World War hindered the growth of this department until 1919, when in January of that year twenty-seven enrollments were recorded.⁷⁷

In order to fill the need for community programs for visual aids in class work, the Division of Extension established in 1920 a Visual Instruction department. In that year free educational films were furnished to fourteen centers in Louisiana.⁷⁸

In collaboration with the Federal Bureau of Education, the Division of Extension offered to the general public thirty Home Reading Courses for the purpose of encouraging a systematic and intelligent reading of the world's best literature.⁷⁹

In 1917 the Division of Extension was directed by John O. Pettiss. After World War I this service was extended to include the Bureau of Extramural Teaching, the Bureau of Public Service, and the Bureau of Extension Supervision and Research.⁸⁰

The Office of Publications was an outgrowth of extension services and in 1924, Mr. R. L. Ropp was chosen to

⁷⁷Ibid., p. 72.

⁷⁸Ibid., p. 73

⁷⁹Ibid.

⁸⁰Ibid.

direct this important work. The student yearbook, the Potpourri, attained high rank. The Current Sauce, student newspaper, soon became the official organ of the entire student body. Its financial support was assured by dedicating a portion of the student registration fees to that purpose.⁸¹

The publication of the Normal Quarterly began in 1913. The Normal Press Association was organized in 1925 to serve the dual purpose of preparing and sending to the local press and state newspapers, news of interest concerning the College, and to provide experience for the students of the College majoring in journalism. A chapter of the journalistic fraternity, Alpha Phi Gamma, was established in 1928.⁸²

SOCIAL LIFE ON THE CAMPUS

Athletics were very important to the student body. Football and basketball, the only two varsity sports, drew large crowds of students and town fans. Football was played on the field near the present-day high school, and spectators sat on rows of wooden bleachers. Basketball was played in

⁸¹Normal Quarterly, op. cit., p. 76.

⁸²Ibid.

the present-day Women's Gym. Varsity athletes enjoyed huge popularity and were prominently featured in the student newspaper and the college annual with pictures and "clever" captions.⁸³

The girls liked to participate in sports, too, but their contests were confined to the physical education classes. The girls' athletic costume consisted of long, black bloomers with middy blouses and long stockings. This outfit was cumbersome and ill-suited for playing games. The transition from bloomers to shorts (which were an immodest knee length) appeared on campus in the later 1920's. President Roy, who enjoyed watching the games on the playground (now the site of the Union Building), was not informed of the transition in advance. When he saw the flurry of shorts-clad girls on the playground, he sternly advised Mrs. Kyser (who took the girls out of the bloomers) that "such apparel worn by nice girls on this campus is taboo and cannot be permitted."⁸⁴ The president finally relented after thinking it over, deciding that "maybe they weren't too short after all."⁸⁵

Professional organizations declined in popularity and were replaced by literary societies. The first sorority was Delta Sigma Epsilon, then came Sigma Tau Alpha fraternity. These were quickly followed by

⁸³Frances Rhodes, "Old Normal in the Nineteen Twenties" (unpublished Master's thesis, Northwestern State College, Natchitoches), 1969, p. 37.

⁸⁴Ibid.

⁸⁵Ibid.

others: Sigma Sigma Sigma, Theta Sigma Upsilon, and Pi Kappa Sigma sororities, and Lambda Zeta and Sigma Delta Gamma fraternities.⁸⁶

Departmental clubs also claimed student interest. A few examples are: the History Club, Euthenics Club, English Club, Y.W.C.A., Newman Club, Sociedad Servantes, Dramatics Club, and the Commuters Club.

Dramatics were popular at Normal in the Twenties as evidenced by the Potpourri for 1926, which devoted eleven pages to photographs of college drama presentations.⁸⁷

The literary societies were important to each student at the Louisiana State Normal School during most of Mr. Roy's administration. Some of the better known societies were; Modern Culture Club (M.C.C.), Seekers After Knowledge (SAK), Eclectic Literary Society (E.L.S.), Mortor Board Society (M.B.S.), Contemporary Life Club (C.L.C.), Le Cercle Francais, and Young Women's Christian Association (Y.W.C.A.).⁸⁸

Literary societies at Normal reached their prime in 1926. Then, as other organizations arose on campus that drew greater student interest, those societies so highly

⁸⁶ Ibid., p. 38.

⁸⁷ Potpourri (Student Yearbook, Louisiana State Normal College, Natchitoches), p. 121.

⁸⁸ Miss Minnie Odom, op. cit.

respected in earlier years, diminished in importance.⁸⁹

In 1926 the Student Body Association was organized. The purpose of this organization was to make effective the sphere of student government and activities and to promote a spirit of unity and cooperation. It has at times proven to be a powerful force in the formation and expression of student opinion. The first officers elected were: Truett Scarborough, president; Margie Scott, vice-president; and Mable Callendar, secretary.⁹⁰

Pi Kappa Sigma was organized in May 25, 1928. Miss Una Lea Wallace was its first president and Miss Debbie Pinkston the first faculty advisor.⁹¹

The Purple Jacket Club was organized in 1926. President Roy had attended a conference in Denton, Texas, where a group of women students acted as hostesses. This made a favorable impression on Mr. Roy. Upon his return to Natchitoches he began steps for such an organization at the Normal. Miss Catherine Winters was faculty advisor to this organization and Miss Mabel Callendar was the first student president of the club.⁹²

Alpha Zeta chapter of the Sigma Sigma Sigma Sorority was organized on the campus February 17, 1928. Theta

⁸⁹Potpourri (Natchitoches: Louisiana State Normal College Yearbook, 1933), p. 14.

⁹⁰Ibid.

⁹¹Ibid.

⁹²Ibid.

Sigma Upsilon Sorority was organized upon the recommendation of Miss Catherine Winters, Miss Ethel Hereford, and President V. L. Roy. Organization was on May 19, 1928, with Mrs. R. L. Ropp as first patroness.⁹³

Lambda Zeta Fraternity was organized on July 15, 1925. Five charter members were A. B. Davis, B. B. Buat, C. L. Madden, L. B. Rusheon, and O. L. Wyble.

Dr. Sanford Roy, son of V. L. Roy, a retired Natchitoches physician, told this story about the first fraternity on the campus:

A group of male students met secretly and organized a chapter of the Lambda Zeta Fraternity. This was done in secret because Mr. Roy had repeatedly warned against fraternities and sororities on the campus. When the fraternity met for the spring banquet, President and Mrs. Roy were invited. They met at the Banquet Hall, opposite the Live Oak Grocery in Natchitoches. After the banquet was served, the Master of Ceremonies made acknowledgments and welcomed President and Mrs. Roy to the Lambda Zeta Fraternity Banquet. Mr. Roy called a faculty meeting and said, 'Something terrible has happened. Our institution is being ruined. What shall we do?'⁹⁴

THE RULES AND REGULATIONS OF THE INSTITUTION

The writer had personal interviews with many people who had been either a student or faculty member at Louisiana State Normal School while Mr. Roy was President. Each of

⁹³ Ibid., p. 15

⁹⁴ Interview with R. S. Roy, M.D., Natchitoches (January 23, 1970).

the persons interviewed recalled an often used phrase of Mr. Roy: "The rules and regulations of this institution shall be obeyed by all."⁹⁵

Mrs. R. L. Ropp (nee Effie Lea Jones) lived in town as a student. Those students living in town had to abide by the same rules and regulations as those living on the campus. Mrs. Ropp went to the movie one week night and discovered she was sitting in front of Mrs. McCook, her music instructor. The next day Effie Lea was called to Mr. Roy's office. "Are you Effie Lea Jones?" he asked. "Yes, sir" was her reply. "Are you scared, Miss Jones?" "No, sir." He then asked, "Well, why are you so pale?" Next came the lecture.⁹⁶

Another incident related by Mrs. Ropp, concerned a play that she was directing. She needed furniture for the stage and wanted the furniture in the foyer of Mr. Roy's office. She went to see Mr. Roy. He wanted to know her name, her parents' name, her grandparents' names. Then she made her request for the furniture. "Young lady, do you realize how much that furniture costs?" "Yes, Mr. Roy, but that's beside the point. We are just going to place it on the stage and it will not be harmed." He asked, "Are

⁹⁵ Interview with Mrs. R. L. Ropp, Ruston, January 23, 1970.

⁹⁶ Ibid.

you to be responsible for this furniture?" "Yes, Mr. Roy."
 "Then you may use it, but when you get through with it,
 leave it there." Mrs. Ropp answered, "Yes, sir!" "Wait a
 minute, young lady. Do you know what that is?" She an-
 swered, "Yes, Mr. Roy. It is sarcasm." "Oh no, it isn't.
 It's irony. Go back and look it up in your dictionary. Now,
 who is going to move this furniture for you?"⁹⁷

Mrs. Mattie Woodward recalls the story of the fig
 tree. "Several of us girls were walking across the campus
 and noticed the tree with ripe figs at the top. We coaxed
 Jewitt Jones, a regular tomboy, to climb the tree and shake
 down some figs. Who should come along but Mr. Roy. He
 looked up in the tree and could see nothing except the
 bloomers of Jewitt Jones. 'Come down here, young lady.'
 She came down and we all were given a lecture on how young
 ladies should conduct themselves."⁹⁸

The 1927 Normal Quarterly advised that: "Indolent,
 shiftless, or frivolous young people should not apply for
 admission."⁹⁹ This publication also stated a long list of
 general rules and regulations for all students. Some

⁹⁷Ibid.

⁹⁸Interview with Mrs. Mattie Woodward, Natchitoches,
 January 25, 1970.

⁹⁹Normal Quarterly, op. cit., 1927, p. 68.

examples are:

(1) Every student was required to join one of the literary societies; (2) the course in Penmanship (no credit given) must be taken by all students unless they could score 90 on the Ayres Scale; (3) all students were required to own a dictionary; (4) all students must attend daily assembly and take part in assembly singing on Tuesdays and Wednesdays; (5) no student could leave school at will.¹⁰⁰

No delinquent student was permitted to take a course in student teaching. For example, juniors and seniors had to earn at least one and two-thirds points per term hour in order to qualify.¹⁰¹

Three days were scheduled for examinations at the end of each quarter. Each subject examination lasted two hours and examination grades counted approximately one-half of the daily recitation. One-hour tests were given at mid-term. Students were allowed to take make-up examinations within a prescribed length of time and with the President's permission.¹⁰²

Students were not allowed to drop a subject during a term without permission of the teacher, advisor, and the President.¹⁰³

Another interesting academic regulation was that students were not allowed during a term to engage in more

¹⁰⁰Ibid.

¹⁰¹Ibid., p. 69

¹⁰²Ibid.

¹⁰³Ibid.

than the equivalent of two "major activities" (extra-curricular). Two "minor" activities were equivalent to a major. Examples of majors were: varsity teams, debating, oratory, editors of the Current Sauce and Potpourri, or president of the Young Women's Christian Association. Minors included such activities as: president of the Student Body, membership in the orchestra, assistant editors of the Sauce or Potpourri, member of the Honor Council, or presidents of the literary societies.¹⁰⁴

The administration of the College assured parents that great care would be taken in the diet of young people who were either overweight or underweight, and that no student would be allowed to take a program so taxing as to endanger his health.

Each dormitory was in charge of a matron who was responsible for the discipline of the students in her charge. The students of each dormitory were "required to observe proper decorum, respect the rights of others, and to give strict obedience to the matron in charge."¹⁰⁵

There were no beds in the girls' rooms since they were required to sleep on the sleeping porches. Unmarried faculty women, who were required to live in the dormitories,

¹⁰⁴Announcements, op. cit., p. 64.

¹⁰⁵Normal Quarterly, op. cit., 1927, p. 75.

were allowed to have beds in their rooms; however, some chose to sleep on the porches with the girls so they could enjoy the fresh air. The air indeed was fresh in the winter-time--the porches were unheated!

Members of the club were required to make up their beds and to clean their rooms thoroughly on Saturday morning. Inspection of rooms was made at intervals by the president, accompanied by the matrons in charge.¹⁰⁶

Feather beds, cotton comforts, and cotton quilts were not allowed in the dormitories, and each club girl was required to have umbrella, rubber shoes, and raincoat. Money in excess of fifty-cents could not be kept in the bedrooms at any time because President Roy believed that too much spending money was harmful.

The president solemnly advised parents to have the girls' clothing made at home and to "give strict orders against absurd and needless alterations too frequently made by students to conform with extravagant and extreme fashions. Simplicity in dress is insisted upon, and modesty of attire is demanded of all young women of the school."¹⁰⁷

This strong statement was surely aimed at the short skirts made fashionable by the flappers of the Twenties, one of the few Jazz Age fads to find its way to Normal.

¹⁰⁶Ibid., p. 76.

¹⁰⁷Ibid.

President Roy finally ordered all girls to report to the matron to have their skirts measured before leaving the dormitory. Dresses considered immodest by the Dean of Women had to be returned home. Women faculty were no better off than the students. They were absolutely forbidden, for fear of dismissal, to wear short skirts, bob their hair, or roll their stockings below the knee. Many of the student teachers bobbed their hair and Mr. Roy defied them to teach with such an undignified appearance. Consequently, the student teachers resorted to all kinds of tricks to camouflage their bobbed locks. Walking across the campus with stockings rolled down also carried the penalty of being sent home.

The boys came in for their share of fashion criticism, too. The student newspaper, in a 1925 editorial, lashed out at the bell-bottom trousers then in vogue. ". . . we are afraid if the pants flare a trifle more, the boys will have to wear petticoats."¹⁰⁸

The Normal Boarding Club had its own stringent set of rules. Girls were not permitted to spend the night away from the dormitories, and requests to that effect were always

¹⁰⁸Current Sauce, op. cit., May 14, 1925, p. 2.

refused. Permits to visit home were granted only in emergencies; but all students could visit their homes at Thanksgiving, Christmas, and during the Easter holidays. Application for these permits were made to the Dean or Proctor and had to be accompanied by a written request from parent or guardian.

Club students were allowed to go to town once a week for shopping purposes. No student could leave the campus without obtaining permission and reporting to the Dean or Proctor, both on leaving and returning.

Girls of the club were "not permitted to receive calls from gentlemen."¹⁰⁹ And they were not summoned to answer long-distance calls unless such calls came from their homes. Other communications had to be made through the Dean or Proctor.

On Sundays, club members were required to attend day services at the churches in town, and they were marched there and back by the deans.¹¹⁰

Only married students, of which there were very few, and town girls were allowed to live off campus. And these students were required to observe study hall rules at home on week nights. Enforcement wasn't much of a problem because "parents of town girls going to the College enforced

¹⁰⁹Normal Quarterly, op. cit., 1927, p. 77.

¹¹⁰Ibid.

their own rules, which were in accord with college rules."¹¹¹

The sexes were neatly segregated at Normal, and the only recourse was a sneaking exchange of notes when passing at arm's length. Woe be to the one who passed the President's line of demarcation! Boys were not allowed to talk to girls on campus, nor could they sit together anywhere at any time. If caught breaking this rule, the guilty parties were summoned to the President's office and had to spend their free periods there for three weeks.

Both the Dining Hall and the Library had separate male and female entrances, and use of the proper sex-designated entrance was applicable to faculty as well as to the students.¹¹²

Dancing between boys and girls was not allowed at Normal in the Twenties, but girls could dance together in the afternoons. This benevolent presidential concession to the changing times worked fine until the Charleston became popular. Mr. Roy considered this dance immodest, refused to watch it being performed, and probably regretted his magnanimity in allowing dancing in the first place!

The first all-college dance took place in 1929 under the leadership of Senior Class President, Jack Gamble. It was a great occasion. "The dance was held in the Women's

¹¹¹ Frances Rhodes, op. cit., p. 38.

¹¹² Ibid.

Gym, and it was decorated to the last degree. It was a huge success; so successful that, following it, other dances through the year--and through the years--have taken place."¹¹³

Mr. Roy was especially concerned with the possibility of town girls "joy-riding" in cars. As early as 1921, he recommended to the Board "that young women from a distance boarding in town are not allowed to indulge in joy-riding with young men."¹¹⁴

The parents of "nice" girls in Natchitoches in those days did not allow their daughters to ride in cars without a chaperone. When town girls attended a dance in town, a married woman was present in each car. Some of the "common" girls, however, daringly rode in cars with boys.

Girls living on campus could not ride in cars under any circumstances. About 1924, when a few of the faculty began to own cars, the President barricaded the two college entrances with iron bars every evening at dusk. This was done so the girls wouldn't be tempted to sneak a joyride!¹¹⁵

Young Professor Kyser, calling on his special lady faculty member, overstayed his time one late afternoon. Hurriedly departing the campus, he accidentally crashed his

¹¹³Miss Catherine Winters, personal interview, January 25, 1970.

¹¹⁴Minutes, op. cit., June 22, 1921.

¹¹⁵Winters, op. cit.

car into one of the iron bars. Upon hearing this loud noise, President Roy rushed from his home nearby and angrily yelled, "Young man, why don't you watch where you're going?" The twenty-three year old professor (probably feeling the generation gap) replied, "Well, these things are put up too early." President Roy reacted to this impertinence with a tart, "Young man, if you don't like the rules of this institution, there is always an alternative."¹¹⁶

FACULTY

One of Mr. Roy's objectives was to raise the quality of the faculty. In 1911, there were forty on the faculty; no Doctor of Philosophy degrees, four Masters' degrees, fifteen Bachelors' degrees, and twenty-one with no degrees.¹¹⁷

In 1922, there were fifty-five on the faculty and in 1929 the faculty had grown to eighty-seven. Of these eighty-seven faculty members there were five with no degrees, thirty-seven with Bachelors' degrees, thirty-nine with Masters' degrees, and six with Doctors' degrees.¹¹⁸

¹¹⁶Frances Rhodes, op. cit., p. 31.

¹¹⁷Eugene P. Watson, "75 Years of History" (unpublished material, Northwestern State College Speech Department, Natchitoches, 1959), p. 5.

¹¹⁸Biennial Report of the Louisiana State Normal College, 1930, pp. 3-5.

Salaries for teachers in 1912-13 ranged from \$3,000 to \$1,200 annually. Mr. Roy was paid \$6,000 per year. In 1920-21, the highest faculty salary was \$3,600 for the Director of Extension; the lowest, \$1,200, was received by the Instructor of Rural Education, Mr. A. A. Fredericks. In 1922, the range was \$4,000-\$1,620.

TABLE XVI
FACULTY SALARIES, 1929*

Positions	Total Number	Salary Range	Total Disburse- ments	Average Annual Salary
Dept. Heads	20	\$3,291-1,903	\$53,148	\$2,657
Professors	9	3,189-3,000	27,189	3,021
Asso. Professors	10	2,726-1,903	25,046	2,504
Asst. Professors	14	2,674-1,800	29,875	2,134
Instructors	29	2,314-1,183	51,803	1,787

*Working Sheets for Reports, Louisiana State Normal College, Natchitoches, Louisiana, 1930 (filed in the Auditor's Office, Northwestern State College).

Other representative salaries adopted in 1929 were: Matron of the Men's Dormitory, \$780; the Registrar, \$3,000; Graduate Nurse, \$2,100; Secretary to the President, \$1,320; Professor of History, \$3,500; Assistant Professor of History, \$2,748; Professor of Physics, \$3,600; and Instructor of Music, \$1,920. It is interesting to note that the Dean of Women and the Night Watchman earned identical salaries--\$1,440 per year.

The President's salary was increased from \$6,000 to \$7,200.¹¹⁹

A review of college financial records indicated a continuing effort to upgrade faculty salaries. Years of service appear to be a more important factor than the type of degree held at least in the initial appointment of the faculty members. It is also noteworthy that women faculty, regardless of service or degree, earned lower salaries than did male faculty throughout Mr. Roy's administration.¹²⁰

College records also indicate a somewhat liberal policy of granting leaves of absence for faculty, usually with pay, for one quarter of the leave. For example, fourteen faculty members were granted leave for the summer of 1925. The Minutes of the Board of Administrators do not reveal one refusal for leave during this time.¹²¹ Apparently this policy coincides with the national trend of the time which emphasized work beyond the Master's degree.

FINANCIAL

Another objective of Mr. Roy's was to make an inventory of the total holdings of the school. When he completed his inventory, he assessed the total valuation of the Normal property at \$272,928.10. By 1914 this figure grew to

¹¹⁹Minutes of the Board of Administrators of Louisiana State Normal College (Natchitoches, May, 1929), p. 11.

¹²⁰Minutes, op. cit., p. 12.

¹²¹Ibid.

\$452,523; in 1916, it was \$480,579; in 1918, it was \$520,320; 1922, total valuation was \$629,243; and in May, 1929, this inventory was assessed at \$1,467,025.60.¹²²

According to the Constitution of Louisiana in 1921, the State would allocate \$700,000 annually to institutions of higher education. This appropriation was certainly an answer to a definite need but it was not enough to satisfy the needs of a growing institution. The early years of Mr. Roy's administration survived on much less. For example, in 1913 the Treasurer's Report showed receipts for \$152,140.30 and disbursements of \$140,127.38, with a balance of \$12,012.92.¹²³

For 1914 the Treasurer's Report showed receipts and disbursements to balance at \$248,677.13. The report for 1916 showed a balanced budget at \$194,366.49. The report for 1916 reflects the effect of World War I on the Normal. The loss of male faculty and students resulted in less capital outlay.¹²⁴

After the war was over budget figures indicated a steady rise. In 1919 the budget was \$270,524.86; in 1922 it was \$629,243; and in 1929 it was \$905,393.61. Why did

¹²²Biennial Report, op. cit., 1930, p. 14.

¹²³Constitution of Louisiana, 1921 (New Orleans: F. F. Hansell & Bro., 1930), pp. 246-7.

¹²⁴Biennial Report, op. cit., 1914, p. 18.

the financial requirements triple on the ten-year period from 1919-1929? Several factors were responsible.

1. After the war the entire nation began to upgrade their standard of living. More education was required to do this.
2. The invention of numerous machines and technological processes called for men with more education to operate them.
3. The awakening of the state to a need for more and better education.
4. When the Normal was granted the right to convert to a four-year, degree granting institution, the enrollment began rising because the quality of the work at the school was upgraded.
5. The President of the Louisiana State Normal College was a man who was never satisfied with mediocrity. He wanted the best facilities, faculty, and environment that could be obtained, and he was willing to work for this end.¹²⁵

Louisiana State Normal College in 1929 did not reach its goals by chance. Every aspect of its potential was carefully and shrewdly studied. After careful examination of the entire Normal environment in 1911, Mr. Roy formulated goals and objectives that would cause growth in every area of that colleges' sphere. There was no such thing to him as a dormant existence. He insisted on growth in a positive direction; he insisted on peak performance from everyone.¹²⁶

At the beginning of this chapter, it was pointed out that Mr. Roy was unhappy with conditions at the Normal. He made his wishes known to the Board of Directors and to the State Department of Education. Some of the immediate needs

¹²⁵Frances Rhodes, op. cit., p. 32.

¹²⁶Ibid.

were met, but before long Mr. Roy was making his requests known again. He recommended appropriations to the General Assembly of Louisiana in June, 1916. These appropriations he divided into two parts: maintenance and permanent improvements. Here are his recommendations:

For Maintenance

The annual appropriation recommended for maintenance is \$90,000. (See itemized tabulation given below, page 12). This amount has been arrived at after the most careful consideration, not only of the imperative needs of the school, but also of the present financial condition of the State.

How moderate this recommendation is will be readily understood from the following considerations:

1. Estimating the present population of Louisiana to be 1,800,000, an appropriation of \$90,000 amounts to a tax of only 5 cents per capita. That the great Normal School of Louisiana should be required to operate at a less cost than 5 cents per capita must be admitted to be unreasonable.

2. The appropriation asked for amounts to only \$44 per student enrolled (year ending June 30, 1916). The appropriation made by Texas for the maintenance of its four white Normal schools is \$76 per student; that of Mississippi for its white Normal school at Hattiesburg is \$80 per student; and that of Arkansas for its white Normal school at Conway amounts to \$212 per student. The average appropriation, therefore, made by the three states contiguous to Louisiana, for white Normal schools is \$90.60 per student, which is more than twice the appropriation asked for the Louisiana State Normal School at the hands of the General Assembly. (The figures given above are taken from pp. 364 to 374, Vol. II, of the Report of the United States Commissioner of Education for

1913, which is the latest report available.)

The State Normal School has always sought to render to the people of Louisiana an efficient service. That this end has been achieved is generally recognized, although the handicap of extremely limited appropriations has, in spite of the most rigid economy, frequently prevented the school from extending the field of its usefulness.

If the school is to continue rendering an efficient service to the State, it is necessary that the full appropriation asked for be granted. Unless this is done the usefulness of the institution must be impaired and its present high degree of efficiency must be lowered.¹²⁷

For Permanent Improvements

The needs of the State Normal School by way of permanent improvements comprise the erection of nine buildings, as follows: A dormitory for men, four dormitories for women, a gymnasium, an administration building including library, auditorium and offices, a science building and an infirmary--total aggregate cost \$460,000. These are actual needs, and a proper development of the institution demands that these buildings be provided for at the earliest possible opportunity.

It is needless to add that the institution does not expect an appropriation of \$460,000 for building purposes at this time out of the general fund of the State. The writer, however, is discharging a sacred duty in again calling the attention of the Governor and General Assembly of Louisiana to the needs of the Normal School in the matter of buildings, and particularly of dormitories reasonably safe from fire.

At one time or other during the year 400 young women and 60 young men are housed in frame dormitories which in case of fire might destroy the lives of many of them. Not only are the buildings veritable tinder boxes, but their crowded positions would make successful fire fighting extremely difficult.

The first great need of the Normal School in the matter of buildings is a dormitory for men, which would cost \$40,000; the next is one for women, which would

¹²⁷ Biennial Report, op. cit., 1916, p. 10.

cost \$35,000. These appropriations, it is hoped, the Legislature will not fail to make.¹²⁸

Reports for each year of Mr. Roy's tenure evidence the fact that money problems were great. His last report is one in which requests were made for a maintenance budget of \$320,000 and a building and improvement program of \$750,000. He outlined the needs of the Normal in 1929 as:

1. A brick and concrete building, at an estimated cost of \$150,000, is needed to replace the old frame building in which the library is now housed.

2. The college should have a modern fire proof auditorium and social activities building to meet urgent needs. It is estimated that this building will cost \$200,000.

3. Three additional concrete dormitories are necessary to provide proper living accommodations for the large number of young women who board in the club. The approximate cost of each will be \$100,000.

4. A modern fire proof building should replace the old frame structure which the music department now occupies. The estimated cost of this building is \$100,000.

No appropriation for buildings at the Louisiana State Normal College was made by the Legislature of 1928.¹²⁹

Board of Administrators

The scheme of organization of the Board of Administrators of the school did not change materially from 1888 to 1923. By the Constitution of 1921 and subsequent

¹²⁸Ibid., p. 11.

¹²⁹Biennial Report, op. cit., 1930, p. 10.

legislative enactments the State Normal College, together with the higher educational institutions of the state, excepting the Louisiana State University, was placed under the administrative control of a centralized State Board of Education. This Board consists of eleven members, three appointed for four years by the Governor of the State, one from each of the Public Service Commission Districts, and eight elected by popular vote, one from each of the Congressional Districts, with overlapping terms.¹³⁰

Johnson Bill 1922*

In addition to the scheme of organization, the Constitution of 1921 authorized the Legislature to pass necessary laws prescribing the duties and defining the power of the Board. Consequently in 1922, the Legislature adopted a general education bill based on the changes of the Constitution of 1921. According to this bill the State Board of Education became the governing body of the State Normal College, with authority to elect the president and the faculty, to prescribe courses of study, to approve budgets for appropriations, to determine expenditures, and to administer generally the affairs of the institution. The State Superintendent under the new law is not only Secretary of the Board but he is the supervisory officer of the schools under the Board's control. Because of his intimate knowledge and connection with said schools he is a guiding force in the deliberations and policies adopted by the Board.¹³¹

Personnel of State Board of Education

The members of the first State Board of Education under the 1922 enactment were: Elective Members: Hon. E. Jarreau, New Orleans, First District; Hon. J. N. Gourdain, Convent, Second District; Hon. Fernand Mouton,

*Johnson Bill of 1922. See Act No. 100 of 1922-- Introduced by the Honorable Delos R. Johnson, State Senator from Sixth District and a graduate of State Normal School.

¹³⁰John O. Pettiss, op. cit., p. 18.

¹³¹Louisiana State Department of Education, "Report of the Survey Commission on White Teacher-Training Institutions" (Baton Rouge: 1924), p. 233.

Lafayette, Third District; Hon. M. M. Morelock, Haynesville, Fourth District; Hon. H. Flood Madison, Bastrop, Fifth District; Dr. Glenn Smith, Amite, Sixth District; Hon. J. M. Booze, Roanoke, Seventh District; and Hon. H. H. White, Alexandria, Eighth District. Appointive Members: Capt. E. L. Kidd, President, Ruston; Hon. Robert Martin, St. Martinville; and Dr. A. B. Dinwiddie, Tulane University, New Orleans. The local executive committee of the State Normal College is: T. H. Harris, State Superintendent of Education, Baton Rouge, Chairman; Hon. J. L. Bryan, Vice-chairman; and Mrs. D. C. Scarborough, Natchitoches.

The members of the State Board of Education are able and experienced men, successful in their various walks in life, who zealously safeguard the interests of the institutions under their control. They are serious in their effort to serve the public schools well and to develop the higher institutions in keeping with modern educational progress.¹³²

The Board of Administrators of the Louisiana State Normal College in 1922 were as follows:

EX-OFFICIO MEMBERS

His Excellency John M. Parker.....Governor of Louisiana
Baton Rouge

Hon. T. H. Harris.....State Superintendent of Public Education
Baton Rouge

V. L. Roy.....President State Normal College
Natchitoches

REPRESENTATIVE MEMBERS

Hon. J. C. Foster, Shreveport.....First District
Term expires 1926

¹³²John O. Pettiss, op. cit., p. 19.

Hon. J. W. Bateman, St. Joseph.....Second District
Term expires 1928

Dr. Emil Regard, Mansura.....Third District
Term expires 1928

Hon. M. C. Bridges, Norwood.....Fourth District
Term expires 1924

Hon. Henry C. Walker, New OrleansFifth District
Term expires 1924

Mrs. D. C. Scarborough, Natchitoches..Resident Adminis-
trator
Term expires 1926

OFFICERS OF THE BOARD

Governor Jno. M. Parker, Baton Rouge.....President

Hon. J. C. Foster, Shreveport.....Vice-President

President V. L. Roy, Natchitoches.....Secretary

EXECUTIVE COMMITTEE

Hon. J. C. Foster.....Chairman

Mrs. D. C. Scarborough.....Resident Administrator

V. L. Roy.....President¹³³

For a leader to inspire members of his official board to be vitally concerned about their tasks and to spur them to positive action was an admirable trait of Mr. Roy. He had the innate ability to put ideas into the minds of key board members and then hear those same ideas expressed by these same members at board meetings, as if the ideas were original. Thus, the board felt as if they were solely responsible for many achievements at the College. With such

¹³³Biennial Report, op. cit., 1922, p. 2.

an admirable ability to get people to work, Mr. Roy was often thought of as a person who met no obstacles in achieving his goals. There were many obstacles, and Mr. Roy met them face to face.

Miss Catherine Winters related an incident that characterizes the thinking of Mr. Roy:

In one faculty meeting, Mr. Roy was of one opinion on a certain matter, and opposing him was Miss Dean Varnado. She opposed him all the way. The next morning she was called into Mr. Roy's office. She thought she would be dismissed. Mr. Roy said, "I have decided we need a Dean of Women and I appoint you to the position." She was the first Dean of Women at the Normal.¹³⁴

POLITICAL AMBITION

Mr. Roy displayed political interests on several occasions. Mr. J. M. Foote related some information about these interests to the writer in an interview:

Roy had his ups and downs. He had a host of friends all over the state--he also had a few enemies. When Luther Hall was running for governor in 1912, Roy contributed some money to the party opposing Hall. Some of Roy's enemies wanted Roy out of the Normal and used this information to best advantage.

At this same time, several parish superintendents were at the Normal giving a series of lectures and interviewing prospective teachers. I was then superintendent of Terrebonne Parish. The Board of Administrators were meeting that week and Governor Hall was to be in town for the meeting and to give Roy his notice of dismissal. Several of us went to talk with Hall in Mr. Roy's behalf. We were of some help to Roy because

¹³⁴Catherine Winters, op. cit.

he was not dismissed that time, but he was given a good lecture on politics and college presidents by Governor Hall.

In 1928, Roy had not voted for Huey Long, and did contribute money to the opponent. Mr. Roy was called by Huey to Baton Rouge and was asked by Huey if he had contributed money to the campaign of the other party. Roy said he had and Huey said, we will have to put a stop to that.

In the next few weeks, Long gained control of the State Board of Education and became a close friend to T. H. Harris. Up to this time the State Board was fairly independent of the governor. As ex-officio member of the board, Long put the pressure on this group and a majority came over to his side. Along came Harris and out went Roy.¹³⁵

PROFESSIONAL ACTIVITIES

E. S. Richardson, President of the Louisiana Teachers' Association and Superintendent of Schools in Webster Parish, appointed a committee in December, 1925, to enlist the assistance of the public schools and other educational institutions of the State in teaching the public, especially the youth, more about the resources and possibilities and potentialities of Louisiana. This great educational movement was provided for in a resolution offered by Mr. Roy and adopted by the Association at its prior meeting. Mr. Roy was named chairman-at-large and designated as general chairman. Other members of the committee were:

¹³⁵ Interview with John M. Foote, Baton Rouge, April 8, 1970.

First Congressional District--Miss Helen Cox, Gretna
 Second Congressional District--To be selected
 Third District--E. M. West, Franklin
 Fourth District--J. E. Harper, Minden
 Fifth District--E. D. Shaw, Bastrop
 Sixth District--W. B. Hatcher, Baton Rouge
 Seventh District--R. G. Corkern, Oberlin
 Eighth District--Miss Alma Burk, Alexandria¹³⁶

Concerning this committee and its importance, Mr.

Roy made the following statement:

I am of the opinion that this step taken by the teachers of Louisiana is a forward one and one of the most important ever taken by our association. I am convinced that one of our greatest needs in Louisiana today, educationally, is to convince our own people of Louisiana's latent possibilities. It seems to me that this resolution is getting at the heart of this problem in the right way. I am sure that this step will meet the approval of all forward looking business and financial organizations in Louisiana. You will notice that this resolution purposes to actually teach Louisiana's possibilities to our school children.

A number of prominent men who are very vitally interested in Louisiana are getting donations to be used as prizes in order to encourage the writing of essays on Louisiana. The best essay will be used as a supplementary reader or a text for our schools. President V. L. Roy and Senator Joseph E. Ransdell and others have already raised more than \$500 in prizes for this purpose.¹³⁷

All through the life of Mr. Roy, he had occupied prominent positions with educational movements in Louisiana. Some of the educational organizations of which he was an active member were: Louisiana State Textbook Commission, 1911-12; Louisiana Education Association, continuing

¹³⁶ Natchitoches Times, Natchitoches, Louisiana, January 3, 1926, p. 1.

¹³⁷ Ibid.

membership; Louisiana School Peace League, 1911-15; Chairman, Louisiana Sex Hygiene Association, 1913-15; National Education Association; Vice-president, American Association of Teachers Colleges, 1926; National Society for the Study of Education; and Gamma chapter of Kappa Sigma Fraternity.¹³⁸

In social and civic affairs Mr. Roy was a member of the following: Phoenix Lodge No. 38, A.F. and A.M., the Chamber of Commerce; Rotary Club, and the First Baptist Church.¹³⁹

RESIGNATION

Mr. Roy resigned as President of the Louisiana State Normal College, February 27, 1929, at the regular meeting of the State Board of Education meeting in Baton Rouge. The vote was six in favor of the resignation and three opposed. Some of the views of those opposing the move were printed in the State Times:

Walter J. Burke of New Iberia, one of the opposers, declared that no reason was given for the resignation, and Mr. Roy had been exonerated by the board of charges brought against his administration last year.

"I take it," he said, "that this removal is at the insistance of the governor, and I protest the governor's interfering with state institutions which are

¹³⁸Who's Who in America (Chicago: The A. N. Marquis Co., 1950-51).

¹³⁹Who's Who in the South (Washington, D.C.: Mayflower Publishing Company, 1927).

controlled by officials elected by the people for that purpose. It can only result in destruction to the public school system. If a president of an institution is to hold office only at the will of the governor, then it is good-bye to efficiency in the public school system.

I voted against the resignation, Mrs. Meade said, because I felt that Mr. Roy was being removed, not because of inefficiency but because the governor desired it. There should have been some definite reason for his removal and not just through demand of the governor.¹⁴⁰

Mr. Harris said he had done all in his power to harmonize the differences that led to the resignation:

I told the governor yesterday that if Mr. Roy decided not to resign, I would recommend his continuance, and the governor said that was exactly what he would expect me to do.

I have never heard the governor demand Mr. Roy's resignation, the governor only stating that because of dissatisfaction reported in the section of the college, it might be better for Mr. Roy to retire. I believe that Mr. Roy resigns of his own free will and accord.

I am not a mouth-piece of the governor. I did not vote for him for I believed him the poorest of the three candidates. But in my associations with him since, I have never known him to turn a deaf ear to public education, and I do not believe public education has a stronger friend.¹⁴¹

The discussions were closed by Mr. Harris proposing that the board extend Mr. Roy's salary to September 1. The board approved this. The resignation is effective June 30, the close of the term.¹⁴²

¹⁴⁰State Times, Baton Rouge; February 27, 1929, pp. 1-4.

¹⁴¹Ibid.

¹⁴²Ibid.

Mr. Roy's own statement was by far the most mature, sincere, and tactful one of the day. He said:

I want to say that Governor Long and I are personal friends and have been such for a number of years.

It is only natural that I should have consulted the governor and have been consulted by him in the affairs of my school work, and I hope that in the future as well as in the past I can value his friendship as highly as I do now.

I believe that I can be of service to the school work of the state, and also to the administration of the present school board and to the governor. I am, of course, always available for any cause in which I can be of service to this state. I have sought to give to the public schools of this state and to the State Normal college the best service that I could, and in the future I shall hold myself ready to serve all educational interests of the state to the best of my ability.¹⁴³

FAMILY LIFE

The children of Mr. and Mrs. Roy were born before they moved to Natchitoches. A large portion of their childhood years were lived at Natchitoches. Lucile was the oldest child. In 1916, Lucile Roy married James Parkinson Caffery. Two children were born to this union; Mary and James. Mr. Caffery died with acute appendicitis, leaving his widow and two small children. Lucile went to school and earned the Normal Diploma and the Bachelor of Arts degree. In 1929, Mrs. Caffery taught history at the Training School and the Normal.¹⁴⁴

¹⁴³Ibid.

¹⁴⁴Interview with V. L. Roy, Jr., Baton Rouge, April 5, 1970.

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UNIVERSITY MICROFILMS.

Sanford graduated from Louisiana State University in 1919. After teaching for two years at Hampo, Louisiana, he enrolled in Tulane Medical School. While a student there, he was a star basketball player. He was also excellent in track, and tied the world's record in high hurdles. In 1925, he graduated from Tulane, from where he went to Birmingham, Alabama for his internship. From Birmingham, he returned to his native Louisiana to begin the practice of medicine.¹⁴⁷

PUBLICATIONS

Mr. Roy was constantly urging students and teachers to do their best for their school and for their State. He wanted no other state in the nation to do better work, educationally, than Louisiana. One way in which he often expressed his philosophy of education was through writing. The journals of a number of important societies published his articles. Among his writings which were published during the period 1911-1929 were the following:

- V. L. Roy, The Personnel, Preparation, and Programs of the High School Teaching Staff In Louisiana (Baton Rouge: Louisiana State Department of Education, 1926), 57pp.
- V. L. Roy, "Problems of College Administration," Louisiana Teachers Association Journal, Vol. 6, October, 1924. pp.22-27.
- V. L. Roy, "Louisiana State Normal College," Louisiana. (Official Journal of the Louisiana Chamber of Commerce, 1:20-21, May-June, 1929.)

¹⁴⁷ Ibid.

- V. L. Roy, "Louisiana State Normal School," Louisiana School Work, 3:22-26, April, 1915.
- V. L. Roy, "Louisiana and the National Education Association," Journal of the Louisiana Teachers Association, 3:47-50, September, 1925.
- V. L. Roy, "Louisiana Booster Club Movement," Journal of the Louisiana Teachers Association, 3:23-24, November, 1925.

During his tenure as President of the Louisiana State Normal College, one dream of Mr. Roy's came true. He was awarded the Master of Arts degree from Tulane University in the summer of 1925. This graduate work, which was begun on February 20, 1895, was completed after many interruptions and twenty-five years later. The occasion was doubly enjoyable, however, since his eldest son, Reuben Sanford Roy, was also in the graduating class, receiving his Doctor of Medicine degree at the same time.¹⁴⁸

Mr. Roy's thesis topic reflected his ever-present devotion and dedication to Louisiana education. It was entitled "The History, Development and Present Status of the Curricula in the Teacher-Training Institutions of Louisiana."¹⁴⁹

The purpose of the study was to (1) make a historical survey of the development of the curricula of Louisiana schools engaged in Teacher-Training; (2) to determine their

¹⁴⁸ V. L. Roy, Jr., op. cit.

¹⁴⁹ V. L. Roy, "The History, Development and Present Status of the Curricula in the Teacher-training Institutions of Louisiana" (unpublished Master's thesis, Tulane University, New Orleans, 1925).

standards at various stages of development; (3) to make a critical analysis of these curricula from the standpoint of their professional objectives; and (4) to ascertain the extent to which they have met the needs of the public schools of the state.¹⁵⁰

His study involved an analysis of the curricula for Louisiana State Normal College, the Louisiana Polytechnic Institute, and the Southwestern Louisiana Institute of Liberal and Technical Learning.¹⁵¹

The following criticisms were offered by Mr. Roy in the last section of his thesis:

1. The three schools have shown marked improvement in both differentiation and composition of their curricula. The Normal and Southwestern have programs to meet the needs of the state schools, but Louisiana Polytechnic Institute, needs to organize a full program for secondary school education to accompany their fine elementary education program.

2. Many courses entering the curricula at all three schools might be eliminated without detriment. Pertinent courses need to be added.

3. The extent of differentiation among the several curricula of each school is presently insufficient to provide the specialized training which efficient service demands.

4. There should be a re-organization of numerous constituent courses on a more thorough-going professional basis. Especially, those courses designed to prepare teachers.

5. All unnecessary duplication of curricula should be eliminated from all three schools. This reference

¹⁵⁰ Ibid., p. ii.

¹⁵¹ Ibid., p. 2.

is aimed chiefly at music, art, manual training, and the commercial branches.

6. With the increase of professionalized academic courses, the amount of time given to education should be proportionately reduced. The sole criterion for retaining or eliminating courses should be judged by its value in yielding the special teaching power, attitude, behavior, skill, and technique that the teacher-in-training will require.

7. Before the curricula of the teacher-training institutions can be re-organized on a scientific basis, it is necessary that an analysis be made of the vocation of teaching in the state for the purpose of determining in an exact and reliable manner, the several types of teaching positions essential to the effective operation of the system of public schools; and to make a comprehensive job analysis of each type of position in order to determine the skill and knowledge it demands. When such an analysis has been made, it will be possible to organize the several curricula required for the professional preparation of teachers necessary to the proper and complete functioning of the state public school system. The final task will then be to test the product of these new curricula in the crucible of actual teaching service, and further to develop them as experience may dictate.¹⁵²

¹⁵²Ibid., p. 67.

CHAPTER V

THE LATER YEARS

After resigning the presidency of Louisiana State Normal College, Mr. Roy moved his family from the new President's Cottage on the campus to a large house in north Natchitoches. His children called this house "The Mansion." Mr. Roy went into business with an insurance company for a year or two. He was not happy with this type of occupation.

In 1931, Mr. Roy returned to his alma mater, Louisiana State University where he served successively as business manager, secretary of the faculty, statistician, and as assistant to the State Director of the National Youth Administration. In 1935, he was employed in the Office of Education of the Department of the Interior, Washington, D.C.

Mr. Roy was retired, in 1936, under the provisions of the Teachers' Retirement System of Louisiana. He was one of the first teachers to retire under this new system, after having served the State devotedly in an educational capacity for forty-six years.

RETIREMENT ACTIVITY

After retirement, Mr. Roy had time for some of his favorite hobbies. He had been interested in astronomy since

early childhood. With the help of his son, V. L. Roy, Jr., he built a six-inch telescope to be used in his study of the planets. A list of his astronomical activities included:

1. Locating all visible constellations
2. Studying astronomical journals
3. Visiting the university observatory
4. Locating the rings of Saturn
5. Locating the moons of Jupiter
6. Locating double and quadruple stars
7. Locating the Great Nebula in Andromeda
8. Studying pearls in the Planetary Necklace.¹

The vegetable garden was always beautiful at Mr. Roy's home. He was proud of his garden and maintained plants during every season. He cared for a few chickens and a milk cow as long as he was physically able to tend them.²

SCHOOLMASTERS' CLUB

In 1940 Mr. Roy and Mr. C. A. Ives organized the Schoolmasters' Club of Baton Rouge. This was a group of retired school-men, who wanted to meet socially. The first group included V. L. Roy, C. A. Ives, Charles Trudeau, and Leo Favrot. When Mr. Trudeau passed away, John M. Foote

¹ V. L. Roy, Sr. (Personal papers, op. cit.), p. 13.

² Ibid.

came into the club; and upon the death of Mr. Favrot, C. J. Brown became a member. Some time later, Joe Farrar and M. S. Robertson joined the group.³

The Schoolmasters' Club was active until the death of C. A. Ives, on September 6, 1966. The club met for more than twenty years, first at the Piccadilly Cafeteria in downtown Baton Rouge. After a few years they met at the Piccadilly Bon Marche Shopping Center each Wednesday at twelve o'clock (noon).⁴

It was a congenial group. The members enjoyed the social atmosphere of the meeting and used it to discuss matters of concern to them. Mr. Foote described one event that occurred:

We kept up with state education matters. On one occasion we went before the education committee in the House of Representatives at the State Capitol. The hearing in progress was between the State Superintendent of Education, Shelby M. Jackson, and the Parent-Teachers Association. We entered the debate without coaxing from anyone. Later, we were accused of getting the "chestnuts out of the fire" for the P.T.A. But that wasn't true. We were all trying to do what we were supposed to do, and all of us did our own thinking. We didn't need any help.⁵

Mr. Roy and J. M. Foote from time to time would help C. A. Ives in his writing. He had a large number of articles

³Interview with John M. Foote, Baton Rouge, April 8, 1970.

⁴Ibid.

⁵Ibid.

published and these two men were his editors. Several of the members compiled a pamphlet and published it. This pamphlet in its entirety can be found in Appendix B, page 211.⁶

RELIGIOUS LIFE

From the time that he became a member of the Baptist Church in 1894, he was devoted to the church and its endeavors. He and his wife remained active members as long as they were physically able.

When they were living in Lafayette, the Roy's were charter members of the First Baptist Church. In Natchitoches, Mr. Roy taught one of the adult Sunday School Classes.

In Baton Rouge, Mr. Roy began teaching a Men's Bible Class, about 1941. During the years in which he was physically able, Mr. Roy taught this class with great enthusiasm and vigor. Undoubtedly, he will be remembered by many men for the dedication and loyalty he exhibited toward the class and to his church.⁷

Dr. W. H. Willis, in the Agronomy Department at Louisiana State University was a member of Mr. Roy's class for a number of years and succeeded him as teacher. Dr. Willis said:

⁶Ibid.

⁷Interview with Dr. W. H. Willis, Agronomy Department, Louisiana State University, April 17, 1970.

Mr. Roy was a Bible scholar of the highest order and used excellent teaching methods. When he began teaching the class there were about six or eight regular members. Within a short time the class grew to a regular attendance of sixty or more members. This was purely a result of his excellence in teaching.

He did not always use lesson material from the quarterly, but would use scripture readings that would contribute to the overall knowledge. Mr. Roy had a wonderful command of both the Old and New Testaments and was well informed as to how the scripture developed and was preserved through the centuries. He was well-versed on Catholicism and in protestant doctrines. The details of numerous world religions were at his command.

I have not known many individuals as well as I knew Mr. V. L. Roy, Sr., who were of such brilliance. He was by far the best Bible teacher I have ever heard, and I have heard quite a few.⁸

FAMILY

The four children of Mr. and Mrs. Roy were attentive to them all through the years. Mrs. Caffery was widowed at a young age and made her home with her parents. Her two children, Mary and James, were reared in the home of their grandparents. When Mr. Roy moved to Baton Rouge in 1931, Lucile and the children came also, and she began teaching history at the University. Lucile helped to care for her parents in their retirement. She now lives in Houston, Texas.⁹

Reuben S. Roy, the eldest son, was a physician in Natchitoches for many years but is now retired. He is the

⁸Ibid.

⁹V. L. Roy, Jr., op. cit.

father of Dr. R. S. Roy, Jr., Sam Roy, Joe Roy, and Rose Roy Gimbert.¹⁰

John Overton Roy was employed by the National Soil Conservation Service. He was living in Fort Worth, Texas at the time of his death, February 28, 1962. His children were Molly Roy Cofield and John O. Roy, Jr.¹¹

Victor Leander Roy, Jr., has been with Humble Oil Company for many years. He is Accounting Manager with the firm and lives in Baton Rouge. He is the father of Margaret Roy Austin, Katherine Roy Claus, and Victor Leander Roy III.

In 1940, the State Board of Education elected Mr. Roy, President Emeritus of the Louisiana State Normal College.¹² The honor conferred on him was highly merited and one which the recipient heartily appreciated.

A PIONEER PASSES

During their later years Mr. and Mrs. Roy moved to the Golden Age Nursing Home in Denham Springs, Louisiana. Mrs. Roy passed away November 29, 1966, and Mr. Roy died on September 7, 1968. He was ninety-seven years of age.¹³

The editorial in the Baton Rouge Morning Advocate paid homage to Mr. Roy:

¹⁰Ibid.

¹¹Ibid.

¹²Ibid.

¹³Ibid.

V. L. Roy, Sr., enjoyed to the fullest, that which almost anyone else might envy: a long life, good health, and a varied and active career devoted primarily to valuable public service. Among the greatest beneficiaries of his successful and constructive life are the young people of Louisiana, and, indeed, the nation.

. . .Among the living monuments are the schools and colleges whose destiny he helped to shape and the many young lives that have benefited from his vision and guidance.

"An Educator's Living Monuments," Morning Advocate editorial (Baton Rouge: September 12, 1968), p. 6-A.

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APPENDICES

APPENDIX A

THE SELECTION OF TEACHERS--A PROBLEM OF
THE SUPERINTENDENT*

By V. L. Roy

Superintendent of Schools in Avoyelles Parish

The parish or county superintendent meets with many difficult problems in the course of his career. Serious questions often arise unexpectedly, calling for immediate answers; perplexing little enigmas develop from the handling of numberless details, that have to be solved intelligently; and then the superintendent has the larger problems always with him. One of these I have chosen as the subject of a brief article, not with the purpose of enlightening fellow-superintendents through a learned study of the question from which I have gathered wisdom, and a few thoughts following such experiences.

The great progress made by Louisiana in the development of her schools during the last four and a half years has been rehearsed from a hundred platforms, and even from the political hustings have come a recognition and an endorsement that have made greater progress possible. Eminent educators from Maine, Illinois, New York, Ohio, Arkansas, Mississippi,

*Reprint from the L.S.U. Alumnus, October, 1908, pp. 18-23.

Pennsylvania, Wisconsin, North Carolina, Tennessee and other states, have come to the old and new State of Louisiana; have met her teachers; have studied her educational conditions and progress; have given us inspiration and help; and have returned home to sing the educational praises of Louisiana. The records of the public school systems of the several states further attest the phenomenal growth and advancement of education in our State during the last few years. In short, on every hand, from every quarter, come proofs of this evolution. We need not stop to rehearse this rapid upbuilding of a school system, but must, for our purpose, look into the causes.

Previous to 1904, practically nothing had been done in the way of erecting permanent school buildings of approved type either in small towns or in rural districts; few taxes had been voted for school purposes (Lafayette Parish had a three-mill tax; Marksville, a ten-mill tax; and a few other corporations and districts had likewise taken advantage of the great school emancipation clause of the State Constitution of 1898); professional supervision was unknown, save in one striking case; teachers in a measure lacked the professional spirit which must guide us all if we are to achieve success in our chosen work. Now, what is it that has brought about the great change?

For honest observers of our State's development will deny that the credit belongs in greater measure to ex-State

Superintendent J. B. Aswell than to any other man; those among us that are friends of Mr. Aswell will maintain that he achieved success in his great work because he had in his mental, moral and social make-up the elements essential to a great success; others may believe that President Aswell merely entered the stage at the psychological moment; still others will, for reasons best known to themselves, deny all credit and glory to Mr. Aswell. Be that as it may, our State Superintendent needed assistance in his great work of reform; and here is where Governor N. C. Blanchard comes on the scene and plays a most important role. Without the sympathetic co-operation and assistance of Governor Blanchard during his term of office, the progress in the schools could not have been as great as it was. Other help came from the parish superintendents, who, in 1904 and 1905, began to bring professional qualifications into the office. Mr. Aswell was fond of generously giving to the parish superintendents all credit for the advancement made in our schools. But the parish superintendent denies the soft impeachment, gives to Mr. Aswell the glory of having always been a great source of inspiration and enthusiasm, and awards to the teacher the credit for the real progress made locally.

One fact demonstrates the importance of the teacher in the equation under consideration, and that is the very general rule that wherever progressive teachers have labored,

progress in schools has followed; and where retrogressive teachers have "existed," no progress has been made.

In this connection, I am reminded of the following experience, which goes to show the importance of the teacher in progressive school work. In 1904, there was no ward in the Parish of Avoyelles with poorer schools than the Fifth: the teachers had not been noted for exceptional ability or devotion to the work; the houses were a disgrace; there was not a patent desk in the ward, not a teacher's desk, not a globe, not a square foot of suitable black-board, and but a quarter acre of land belonging to the Board and used as a school site. In the fall of 1904, two of the schools were put in charge of competent young women, one a graduate of the State Normal School, the other a fourth year student of the Lafayette Industrial Institute.

At once, the situation changed. Although both these young women were inexperienced, they brought into their work so much zeal, so much of the fine qualities of heart, that their impress was felt immediately throughout the ward. The other two teachers left no mark, and I have just had to look up the records to find their names. Within three months after the opening of the schools a special tax of five mills for ten years had been voted almost unanimously. Today, the ward has improved schoolhouses, five of them, one of which has two classrooms. These are all well and substantially

built and painted, sit on two-acre sites which are neatly fenced, are fully equipped with patent desks, teachers' desks, maps, globes, charts, blackboards, etc., besides all of which over 100 trees have been planted on the school grounds and are now growing. One of the schools has two teachers, an enrollment of 100 pupils, twenty-five of whom are transported to school daily from an adjoining district. The enrollment in the ward is now just double what it was four years ago, and the quality of classroom work is constantly improving. Such is the monument that these two young women left behind; "they builded better than they knew;" for long years will their memory dwell with the many men and women who learned to love them years ago.

Nothing more need be said to emphasize the importance of the teacher in the development or in the work of the schools; this, however, may truthfully be added, that the right kind of teacher always solves practically all school problems in a community. Do you need a larger school site, the teacher obtains it; do you insist on a larger attendance, she gets it; do you ask the teacher to raise funds for a library, she does it before you are aware; do you lay plans for planting 50 trees on her grounds this winter, she sees that it is done; do you require that English be taught to the French children, she does it cheerfully.

How are we to find such teachers? When we meet them, how are we to know them? These are the questions that

concern the live superintendent. First, let us dissociate the professional from the personal qualifications of the teacher. The former, which for our purpose may comprise scholarship and all professional training, are supposed to be revealed by diplomas, teachers' certificates, recommendations from instructors, friends, superintendents, agencies, etc. In any event, the scholarship of a teacher is easier to discover and estimate than any other part of her necessary qualifications. Her purely professional worth is almost always gauged by diplomas and other such means. Really, however, there is but one reliable method of ascertaining the true professional qualifications of the teacher, and that is through a just estimate of the character of her work in the classroom and at the school, and this falls to the lot of the superintendent who is to employ her, or to some capable schoolman whose testimony may be accepted without question. But such testimony must not consist of the stereotyped recommendations almost invariably inflicted upon the superintendent; it should come rather from some school man or woman whom you know, to whom you have addressed a specific inquiry, and who answers you personally. I suspect that superintendents waste little time reading the average recommendations submitted by applicants: they have long since discovered that no recommendation is ever submitted unless it goes to prove that all the best qualities of heart

and attributes of soul are united in the applicant.

The more difficult quantity in the equation which we are endeavoring to solve is that of the personal element. How shall we discover whether the applicant possesses those essential qualities of mind and heart, that zeal and earnestness, that interest and love, without which the teacher's work is heartless and cold? The question is readily answered in the case of teachers whose work we have been able to observe for a term or more; for, here one's faith is shown by one's work, and we judge the teacher by the result of her labors. And not the least criterion to judge by is the estimate placed on the teacher by the intelligent patrons of her school. The superintendent's inspection of the school has revealed her knowledge of subject-matter; her method of teaching has been observed; the interest of the pupils in their work and the relations sustained between teacher and pupil have been discovered; improvements in the school grounds, the condition of the house and playgrounds, progress made in school garden work and the ornamentation of the grounds, the additions to the library and the pictures on the wall--these and many other points help in placing upon the teacher a just estimate of her worth in so far as this is determined by the personal elements referred to above.

The problem becomes more difficult when the teacher has to be selected by correspondence. In this case, we are

again brought face to face with the matter of recommendations and testimonials. It is not my province to discuss at length at this time the value of such papers; but this may be said: that, whatever the worth of recommendations may be in the case of college and high school teachers, when we come to the employment of common or graded school teachers, they are so generally unreliable as to be worthy only of the waste basket. From this general rule, however, we are to except such testimonials as come from fellow teachers and superintendents whom we know personally and whose judgment we may rely upon. As is well known, during the last four years there has been a great dearth of teachers, and as a result nearly all parishes have sought to complete their roll of teachers by drawing from Tennessee, Kentucky, Virginia, and other states, even from New York. In such cases, how are we to judge a teacher? How are we to ascertain whether the applicant has those personal qualifications, that earnestness, zeal and interest spoken of above, and particularly what we term force of character? How are we to discover whether the applicant's personality is colorless and negative, or pronounced and positive? These are important questions, and yet such as are not susceptible of definite and reliable answers.

One of the essential elements of positiveness of character is the ability to think clearly and logically, which implies ability to express one's thoughts clearly and

forcefully. A teacher who does not know her own mind, can not quickly arrive at conclusions; and inability to decide upon one's course wisely and expeditiously means inability to deal with difficult questions satisfactorily. The only means, then, that I have found and that helps in judging of this quantity in the character of the applicant, is her letter. Is she definite and clear? Does her application cover essential points? Does she give the information that an application from an unknown party should contain? Is there any sequence to her thoughts and is she logical? If so, there is much in her favor. Besides, the employer who has perused a thousand applications will not fail to read character in handwriting; and, while I can not look upon chirography as wholly revealing the writer's character, I look upon this source of knowledge as very important.

APPENDIX B

SOME SUGGESTIONS IN THE INTEREST OF
EDUCATION IN LOUISIANA^{*}

The undersigned educators have given many years to the cause of education in Louisiana. Out of their ripe experience they wish to offer some suggestions to which they invite the attention of the people of the state for the advancement of education in Louisiana. They seek only the continued improvement of our school system and the steady development toward a program of education that will serve all the interests of the people,--economic, social, and cultural--with the greatest economy and efficiency. This great task deserves the support of the best brains and interests of all groups and factions in a combined effort to have a school system and school program that have for their aim, to make the individual citizen competent and self-reliant, and that will aid the preservation of our American democracy.

The strength of a nation is in its people. The character and intelligence of a people are determined by what the adult world does for its children. Good schools promote every worthy aspiration of the people. These truths make public education the state's main bulwark against

^{*}Loaned to the writer by John M. Foote, Baton Rouge.

ignorance and weakness, and the surest means of attaining the freedoms of the democratic ideal. The proper function of education is realized in the growth and development of children under the guidance of the teacher. The child and teacher are the central figures in an educational program. All plans must be measured by how well they serve the child and the teacher. This general principle is fundamental and needs to be kept in mind in making decisions concerning control, administration, finance and any other matters that have to do with the school. These and all other means should be centered on supplying schools with scholarly teachers professionally trained, and compensated in such manner as to make it possible for the school to secure its proper share of talented people in competition with business, industry and other professions. This is the highest statesmanship.

While teaching is more important than administration, there are sound administrative principles on both state and parish levels, which if observed make more sure the strength of the school system and the desirable direction and scope of the school program. A few of these principles are given here:

1. Small boards, state or parish, are better administrative units than large ones.
2. Personnel for technical and professional services should always be selected by their controlling boards and not elected by political methods.

3. School boards have as one of their responsibilities the administration of school funds. They are expected to exercise the same prudence in the expenditure of public money as they would exercise in spending personal funds. It is unsound fiscal policy for local boards to depend too heavily upon state or federal sources for the funds they administer, or to be relieved of the responsibility of themselves determining how such funds should most wisely be utilized.
4. Placing large responsibility on the parish school board and upon the local teaching and administrative staff promotes the democratic process, stimulates initiative, leads to adjustments to local conditions, begets pride in achievement, decreases the sense of frustration from an overruling distant authority, and is a truer expression of democracy in government.
5. Excessive centralization of authority, state or federal, is a totalitarian principle and subversive of the principle of democracy.

In line with these principles we offer these specific suggestions:

1. Have an elective State Board of Education of nine members with overlapping terms, based upon public service districts in the state.
2. Limit parish school boards to five or seven elected members grouping parish wards in an equitable manner for this purpose.
3. Give the State Board of Education the power to select the State Superintendent, and thus avoid the present dual and unnatural control of education by an elective board on one hand and an elective superintendent on the other.
4. Require the State Board of Education to apportion to each parish funds for school supplies, school lunches, school libraries, and teacher retirement in the interest of strict economy, and discontinue the ear-marking of state funds. These matters should be local parish responsibilities.

5. Discontinue the practice of setting up independent trade schools to be administered by state authority and allow such schools to be developed by the parishes as integral parts of the parish system. The present policy may be defended as a war measure, but has the seeds of disturbing and dangerous growth, as the experience of many other states has shown.
6. Are not our white schools overstaffed? Since 1933 in Louisiana the number of pupils per teacher has fallen from 26.4 to 22.8, or more than ten per cent. The national average in 1939-1940 was 25.2 per teacher. On this basis our white schools could be staffed with 1,000 fewer teachers with a possible saving of a million and a quarter dollars.
7. Could not our transportation be improved? Many thousands of children living within walking distance of school are transported at the state's expense. Over a ten year period ending in 1941 the number of pupils transported rose from 96,000 to 155,000 while school attendance in rural areas increased only 6.4 per cent. Considerable savings seem possible in this area.
8. Set up a just and stable plan for the distribution of the equalization fund.
9. Provide by law that parish school budgets should be approved by State Board of Education rather than by an outside authority as at present.
10. Examine carefully the propriety of having the salaries of certain members of the State Department of Education paid out of special federal funds.
11. Provide that the members of the State Department of Education shall be nominated by the State Superintendent of Education subject to the approval of the State Board of Education.

The Louisiana school system has made sound and rapid progress, for example:

The parish-wide local unit of administration and financing; equitable school facilities for all areas within a parish; the consolidation of rural schools; the establishment of a system of state-approved four year high schools; high qualifications for teachers; a sound plan for state support; an equalization fund to aid the poorer parishes; a basic course of study; and a state-wide free-textbook program. While these and many other evidences of progress are gratifying it would be quite erroneous to conclude that the job has been completed and that change and advancement are not needed. A school system is a dynamic social institution which needs to be checked, adjusted, and balanced from time to time.

This paper is presented with the hope that the views and suggestions offered may have close study and analysis by school officials, teachers, and other students of education, and by other citizens of the state. We invite the press, the Parent-Teacher Association and civic clubs, farm and labor groups, and all other patriotic organizations to give public expression to their opinions on these matters so vital to the cause of education in the state.

C. A. IVES, Dean Emeritus, Louisiana State University, Chairman

LEO M. FAVROT, formerly Field Agent, General Education Board

JOHN M. FOOTE, formerly, Director of Finance and Administration, State Department of Education

V. L. ROY, President Emeritus, Louisiana
State Normal College

Chas. F. Trudeau, formerly, State High-
School Supervisor

Baton Rouge, Louisiana
February, 1944

APPENDIX C

ANNUAL ADDRESS OF THE PRESIDENT OF THE
LOUISIANA STATE TEACHERS ASSOCIATION,
V. L. ROY*

Since the organization of this association nineteen years ago, the State of Louisiana has witnessed a wonderful development in its public school system--a development that has been tantamount to the establishment of a new system of schools--a development with few parallels in the educational history of our country. In less than a generation, we have witnessed the gigantic efforts of a people to uprear its public schools meet with a large measure of success; we have seen schoolhouses rise like magic in a thousand hamlets in the State; we have seen these equipped for effective work; the bodily comforts and hygienic needs of the child have been recognized and ministered unto; we have witnessed a vast improvement in the professional attainments of our teachers; a superior system of supervision has been established; we have seen the salaries of school men and women rise and thus justify more thorough preparation on the part of those who sought to enter this field of labor; we have

*Reprint from the Louisiana School Review, May, 1910, pp. 378-390.

witnessed the elaboration of one of the most effective systems of county and state institutes and summer normal schools to be found in America; the principles of consolidation have been recognized and put into practice in nearly every parish in Louisiana; thousands of children are transported from the spiritless one-room school to the graded central school; we have witnessed the establishment of a thorough and efficient system of high schools; a vast increase in the attendance of pupils in the public schools has taken place; an organized civic effort has been set afoot for the further improvement of the sanitary and aesthetic conditions of the schools; and, finally, we have, during the last year, taken the first steps in the establishment of agricultural courses in our high schools and in the inauguration of agricultural extension through the public schools.

Among the chief agencies that have contributed to our school progress during the last twenty years is this association of the teachers of the state. It has exerted a powerful influence in awakening the public consciousness to the needs of education and in creating sentiment for better schools. That truly is one of the principal purposes of such a body as this. While it is proper that this Association should record its convictions on all matters affecting public schools, I believe we have pursued the right course in refraining from adopting the methods of the lobbyist.

In the brief space of time at my command on this occasion, I have chosen to review in a brief and succinct manner the story of the growth and development of our public schools during the last five years, and to present concrete evidence of educational progress.

During the year 1904, the total outlay of the State for its schools was \$1,758,000, or approximately \$1.20 per capita. Beginning with that year, the school funds increased steadily and rapidly; so that for the year 1909, the amount expended on the public schools of the state was nearly \$4,000,000. This is approximately \$2.50 per capita or \$7.92 per school child in the State. This is an increase in the school fund of the State of 125 per cent in five years, and should be gratifying to the people of Louisiana who are sincerely interested in her educational welfare. Yet we should not, simply because we have made substantial progress in the way of better financial support for our schools, be led to believe that we have reached an educational Utopia and to assume the attitude of self-satisfied complacency. We may truthfully say and confidently believe that much remains to be done for the education of the youth of the State so long as we are expending vastly less relatively on our public schools than has been found expedient and profitable in the States most advanced educationally. In Massachusetts, for instance, the outlay per school child for the year 1907-1908

was \$34.27. This is an investment in education by that state 334 per cent greater than that made by Louisiana, and notwithstanding the fact that in Massachusetts the enumeration comprises only children between the ages of six and fifteen and that the per capita wealth of the State is large, the showing made by Louisiana is none too gratifying. It will be maintained that our wealth will not enable us to increase our school funds at once so as to meet the most pressing needs of our educational system; yet, one may well imagine that if we could add to the school funds of the several parishes an amount equal to the tobacco consumed annually by their people, the schools would be amply provided for. In Illinois during 1908 the outlay per school child was \$21.42, which is 170 per cent more than Louisiana's \$7.92; and this, too, in a state where the school census comprises all youth between the ages of six and twenty-one.

On the basis of the number of pupils enrolled, Louisiana expended last year \$15.19 per child, or something less than \$2.00 per month for a term of 7.8 months. Compared to an outlay of \$8.31 per pupil in 1904, this is a favorable showing; but contrasted with the \$32.62 Illinois spent in 1908 on every child in its public schools it shows that we are either operating an extremely economical system of schools, or that we are deficient at some point.

During the year 1909 the number of boys and girls enrolled in the public schools of Louisiana was 258,846, or

22.4 per cent more than it was in 1904. The increase in average attendance during these years was 32 per cent.

Chief among the causes that have contributed to this increase are the following: Greater proficiency and activity on the part of the teachers and superintendents, the respectability given the public schools by better school houses, furniture and equipment; and the general awakening of a more favorable school sentiment in the State. Nothing can prove more conclusively the growing popularity of our schools than does this increase in average attendance of nearly one-third in five years, but the progress made in recent years in bringing the children of the state into the public schools should stand merely as an earnest of what we may hope to accomplish in the years to come. Superintendents and teachers know that there are thousands of youths in the State out of school that should be in school, and we all agree that there is urgent necessity for definite and consistent action in this matter. To accomplish this result a compulsory education law has been proposed and has failed of enactment largely because of complications arising from having to maintain two separate systems of schools. In some cities and rural districts in the State, however, conditions are favorable for the operation of a safe and sane compulsory law; the State for reasons of self-preservation and civic uplift should not permit any portion of its youth to grow into ignorant manhood and womanhood where this can be avoided; the vagrant

boys and girls, from among whom the ranks of vice and crime are largely recruited, must be rescued. Legislation should provide an optional compulsory attendance law.

Five years ago the consolidation of small and inefficient rural schools into larger units centrally located was first begun in Louisiana. At that time a large majority of the teachers were employed in one-room ungraded schools. In 1909 we find out of a total white teaching force of 4685, only 1560 teachers still serving in such one-room schools. During the year 1909, 206 small schools were consolidated into 75 central schools. Transportation has gone hand in hand with consolidation. There are now 206 wagonettes engaged in carrying children to and from school and maintained at public expense. The number of pupils transported during 1909 was 4045, the average number per wagon per day was 18; and the cost \$1.99 per child per month. The time will probably never come when all our small schools will be abandoned for consolidated schools; there are conditions that forbid consolidation; yet, there remain today hundreds of small schools that could be consolidated with the greatest advantages to the boys and girls attending them. To create sentiment favorable to consolidation is the duty of the teacher, the superintendent and the school director. There can be no doubt that no investment made today in any branch of our public schools yields a larger revenue than does the outlay on consolidated schools.

Progress in consolidation has been made possible largely through local support in the form of special taxes. During the year 1904, the number of schools in Louisiana supported in part by special taxes was 199; at the end of 1909, this number had increased to 1117. The amount of taxes voted last year aggregated \$1,933,916.50. The support accorded the schools through local taxation has given rise to a large increase in the amount of school property in the state. During the five years ending with 1909, the value of public school property in Louisiana increased 82 per cent. Of this increase \$88,597.94 was expended on the public school libraries of the State, and today we find 167,000 volumes available to the children of the State through the common schools.

Other evidences of educational progress are found in connection with the teaching force of the State. In 1904 the number of white first grade teachers was 1864; in 1909 it was 3249, an increase of about 75 per cent. During the same period the number of third grade teachers diminished by 33 per cent. In 1909 the average salary of white male teachers was \$75.01, and of females, \$51.84; this shows an increase in the space of five years of 41 per cent for the former, and 36 per cent for the latter. The salaries paid today compare favorably with those of many of the states having older systems of schools; but, it may well be doubted whether Louisiana has made as great strides in increasing salaries as she

has along other lines of school progress. Indeed there can be no doubt that the present comparatively high average of salaries is in large measure due to the large number of first grade and normal certificates held by teachers and to the smaller number of outstanding third grade certificates, rather than to any very material increase in remuneration for quality of service rendered. In other words, it appears that while the average salary of teachers in Louisiana is greater by approximately 38 per cent than it was five years ago, the present high scale obtains as a result of better professional qualifications. If this view is correct teachers have earned the increase through honest endeavor rather than through any conviction that teachers' salaries are or have been too small.

One of the notable improvements toward which the efforts of teachers and school officials have been directed in recent years, is found in the appearance of school grounds. The school lot has been fenced; trees, shrubs, and flowers have been planted; and school properties in general have received better care. Today the great need for further progress appears to me the employment of capable service for drawing plans for embellishing school grounds, locating out-houses, suggesting appropriate native trees and plants for grounds, pictures and casts for class rooms, etc. Such service it appears to me might be best maintained in connection

with the office of a superintendent of grounds at the state university.

The most striking advance made in the public school system of the State during the year 1908 and 1909 was in the high schools of the State. Prior to this period, our high schools lacked organization and efficiency; and we may well doubt whether, in the fifty-two such schools on the list in 1907, there were not an equal number of separate and distinct courses of study. Today conditions are different. Within the space of two years, order has come out of chaos; organization and uniformity have taken the place of haphazard efforts; the personnel of the teaching force has been vastly improved; the number of instructors has been increased to meet pressing demands; the quality of instruction has improved; the necessary scientific apparatus and other equipment has been added; the number of high schools has risen from 52 to 87, and the attendance of students has doubled. When the history of public education comes to be written in future years, the most significant progress that will be pointed out as having taken place in Louisiana during the last two years will be the growth and development of its high schools.

Having traced in a manner, however brief and insufficient, the progress of our public schools during the last few years, let us endeavor to determine what are some of the

most important steps that should be taken as the march of progress continued. It is safe to assume at this point that our city and town schools are more effective in accomplishing the ends for which they exist than are the rural schools, whether of one or more than one teacher. Let us, therefore, confine our consideration of the question mainly to the village and rural schools, in which we find an overwhelming majority of the boys and girls that attend school in Louisiana, and few of whom will attend the high school.

What, then, are the purposes for which the State has established schools in rural communities? What are some of the qualifications and distinguishing characteristics that the State seeks to have implanted or developed in its rural boys and girls, the great majority of whom will continue to live on the farm? And, what kind of lives are these children to lead during the years when they remain in school?

Divesting the subject of all theoretical considerations, we may assert that the purposes of rural education, in the main, are as follows: First, to afford that sort of education that will tend to make men and women capable of filling useful positions in society and of earning an honest livelihood, either in the home or out of it. Second, to help build up a citizenship in whose hands the safest and perpetuity of the State and of society will be assured. And, third, during the accomplishment of these ends, to surround

the child by such a moral atmosphere, that he may grow into honorable manhood. It might be said that the educated man or woman should be versed in the history of the human race, should have a sympathetic knowledge of human nature, should be able to think coherently and reason cogently, should be able to observe closely and accurately and arrive at logical conclusions, and should have the power to grow mentally and to form judgments on all questions that affect his welfare. And, it is admitted that the educated man or woman should be able to do all this and much more. But, we must also concede that, in the education of its rural population, the State neither has nor can have, a purpose of such breadth. Rather, must its efforts be confined to the development of a moral and efficient citizenship, capable of honorable self-sustenance.

Now, then, do our rural schools meet this responsibility? Are they so organized as to be able efficiently to discharge the duties assigned to them by the State. Are their work and activities so planned as to meet the end in view? Does the course of study meet the requirements of the case. These are questions of vast moment. While not new, they will not cease to annoy and perplex the conscientious school man and woman until the problem suggested by them has been adequately and correctly solved.

Upon one point we are all agreed, and that is that the child must, first of all, become the master, through the

opportunities offered him by the school, of a certain amount of human knowledge marked out for him out of the vast accumulation of ages; and he must likewise develop skill along certain definite lines. Of this knowledge and skill material that must engage the attention of the child during his early school life, the most important is included under the terms reading, writing and arithmetic. These we have denominated the "Three R's," alternately in terms of ridicule and of praise. The merits of these subjects lie in the amount of knowledge that they involve, the degree of skill they require, and the services they render in the subsequent education of the child. Without a knowledge of reading, the printed page remains closed to man; but with it, all the riches of human lore open to him. Without the ability to set his thoughts on paper, man's ability to communicate with fellow beings is vastly reduced, and he is largely barred from future progress educationally. Skill in the use of numbers, mainly in the fundamental operations of arithmetic, is essential in all relations of life.

Skilled in the use of these educational tools, man may, largely through his own, unaided efforts, add continually to his storehouse of knowledge, grow in power to think clearly, judge wisely, and reason cogently, and rise from a crude to a more abundant life. So far, then, as the school either in urban or rural communities is the means of training

the child to read, write, and cipher, none can gainsay their value and usefulness. Nor should we find fault with the tendency prevailing today of teaching the elements of drawing and singing in the lower grades; for the former finds use in every walk of life, and the latter has an aesthetic value in the life of man or woman. Skill in the use of the mother tongue is comprised in the general subject of reading.

Any plan proposed for the improvement of the existing course of study must recognize that the activities of the schools in intermediate and high school grades are largely misdirected, that their purposes are not definite; and that the ends sought to be accomplished are not clear to teachers. The principle of elimination must be applied; the content of certain subjects must be reduced or simplified, that of others must be made more full; correlation must be practiced through the means of matter and method, textbook and teacher; the significance of muscular activity and motor expression must be recognized more fully in a scheme involving construction work, agricultural or garden practice, manual training and domestic science and art; in a word, the activities of our school need to be reorganized, redirected, with efficiency as the great underlying purpose. Measured by the standard of efficiency, the three R's successfully meet part of the requirements, the knowledge and skill they involve make for efficiency in mastering the fields of human

knowledge; other subjects must be measured by the same standard--weighed in the same balance; when found wanting, their content must be reorganized, and a just ratio established between the time given to them in the school course and their value in the educative process.

This brief summary of recent progress and present day conditions in the public schools of the State, gives but an indifferent and unsatisfactory conception of all that is to be done to advance the cause of public education in our midst. Much of sustained progress never shows in the columns of the statistician; many a deed of unselfish devotion on the part of teachers is never recorded, save in the hearts of the people among whom they labor. Any historical statement adequate to a full appreciation of the real progress made in recent years in our schools, would hold for the plaudits of a grateful state the consecrated years that many a man and woman present and absent, has devoted for the uplift of its children the investigator would perforce enter the sanctums of the young and old teachers to witness the plans they form and the prayers they breathe for the success of their daily work; he would record on emblazoned pakes the heroic deeds of the friends of Louisiana public schools, the men and women that have fought the battles around the ballot boxes that their children might rise to higher levels and a fuller life, and who, out of their poverty, have contributed to

better schools; he would tell in burning words the story of the parish superintendents who have labored by day and by night for the upbuilding of the schools and their parishes, and tell of the burden of duties and responsibilities that have rested on their shoulders and on those of many a school director.

LET US PRESERVE OUR NATURAL RESOURCES

The following resolution, adopted by the members of the Principals' Conference in Shreveport in December, is certainly worthy of much serious consideration at this time. The fish in our streams, and our pest-destroying birds are being killed by the millions, and our timberlands denuded of their trees:

Whereas: The comfort and permanent prosperity of the people, the advancement of civilization, rest upon the natural resources of this country; and

Whereas: We as a nation, through neglect of proper methods for the wise care and proper use, have wrought fearful havoc upon these resources, our only real wealth; and

Whereas: Realizing that the wrong can only be righted by the adoption of the best system for the conservation of the natural resources; and

Whereas: The children of the public schools represent nine-tenths of the whole population, they being under

the supervision of the instructors seven of their most impressionable years, the impressions which they then receive will determine the wisdom of their administration of public affairs in the future.

Therefore, Be It Resolved: That we, the high school principals of the public schools of Louisiana, do hereby endorse the movement to have "Conservation of our Natural Resources" taught in the public schools of Louisiana; we will lend our influence, and will put forth efforts to have this subject introduced in the textbooks to be issued in the future. We also pledge our support to have instruction on this subject given to the teachers of the Summer Normals and Teachers' Institutes, and to promote the cause of conservation in every way possible."

APPENDIX D

PUBLISHED WRITINGS OF MR. ROY

Below is a list of articles appearing in Louisiana School Review.

- "The League for Literacy - A Good and Practical Idea."
Vol. XII, March, 1905, p. 14.
- "Suggestive Outlines of Lessons and Experiments on Agriculture," Vol. XII, November, 1904, pp. 9-11, continued in December, 1904, pp. 20-21.
- "School Supervision," Vol. XII, January, 1905, pp. 9-16.
- "The Parish School Board; Its Duties and Opportunities,"
Vol. XIII, December, 1905, pp. 58-60.
- "The Commission on Illiteracy," Vol. XIII, April, 1906, p. 178.
- "Grade Certificates and Salaries," Vol. XIV, January, 1907, pp. 162-166.
- "Corn Clubs in Louisiana," Vol. XVI, December, 1908, pp. 15-17; January, 1909, pp. 29-32; February, 1909, pp. 13-17; March, 1909, pp. 9-13.
- "The Report on Nature Study and Agriculture," Vol. XVI, May, 1909, pp. 305-307.
- "The State Fair and the Corn Clubs," Vol. XVI, June, 1908, pp. 369-73.
- "The Agricultural High School Movement in Louisiana," Vol. XVII, September, 1909, pp. 17-20.
- "Agricultural High Schools," Vol. XVII, November, 1909, pp. 93-96.
- "A Call to the State Teachers Association," Vol. XVII, March, 1910, pp. 286-7.
- "Agriculture in Louisiana Schools," Vol. XVII, April, 1910, pp. 34-43.

"Annual Address of the President of the Louisiana State Teachers Association," Vol. XVII, May, 1910, pp. 377-390.

"Progress in Agricultural Education in Louisiana," Vol. XVIII, January, 1911, pp. 356-63.

Articles appearing in other publications is given below:

Nature Study Review, "Agriculture in the Elementary Schools of Louisiana," Vol. V, November, 1909, pp. 218-19.

The L.S.U. Alumnus, "The Selection of Teachers: A Problem of the Superintendent," Vol. IX, October, 1908, pp. 18-23.

The L.S.U. Alumnus, "Agricultural High Schools in Louisiana," Vol. IV, July, 1909, pp. 172-175.

Roy, V. L., Corn Growing in Louisiana (Baton Rouge: Ramires and Jones, 1911), Louisiana State University Bulletin, Vol. II, No. 2, 54 pages.

Roy, V. L., Course of Study for Department of Agriculture and Home Economics in Louisiana High Schools (Baton Rouge: Ramires and Jones, 1910), Louisiana State Department of Education, 62 pages.

VITA

Douglas Calvin Westbrook, third son of Benjamin Franklin Westbrook and Ruby McCauslin Westbrook, was born on August 21, 1927 in Gandy, Sabine Parish, Louisiana. His father was the owner of a general store in Provencal, Louisiana. Douglas graduated from Provencal High School in 1945 and began his higher education at Northwestern State College, Natchitoches. He was a major in Music Education, with an emphasis on piano and voice, and received the Bachelor of Science degree in May 1949.

From 1949 until 1954, Douglas taught in the public schools in Natchitoches and Caddo Parishes. During the summer months of these years, he attended Colorado State College of Education in Greeley, and in 1953 he was awarded the Master of Arts degree.

In the fall of 1954, Douglas moved to Natchitoches to work as Supervisor of Student Teachers in Music Education, at the Northwestern State College Laboratory Schools. He served in this capacity until 1967, when he entered Louisiana State University to begin work on his doctoral program.

Douglas married Audrey Manasco, on June 4, 1950. They have three children: Melodye, Lane, and Cindy.